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ABSTRACT

At a time when many families across all income levels are experiencing greater stress and when child poverty is at record levels, the school cannot function as an isolated institution. Instead, public education has been thrust into the more responsible position of helping young needy families achieve self-sufficiency. There is a pressing need for a comprehensive child and family policy that directs and mobilizes all family-serving systems to cut across organizational arrangements and provide services for families. This document links three diverse concepts (family support, family education, and family involvement with schools) and focuses them in an image of schools helping families helping schools to form unbroken support and assistance to children. The first section outlines principles and recommendations for developing comprehensive family support, education, and involvement systems. The second section discusses a framework of family programs, illustrating how state efforts to support, educate, and involve families reinforce school improvement goals and help to achieve success for all students. The third section summarizes state activities supporting families and schools. Three appendices further catalog state efforts, describe relevant federal programs, and list resource organizations and addresses. (38 references) (MLH)

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Family Support Education and Involvement

A Guide for State Action

November 1989

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The Council of Chief State School Officers (CCSSO)

is a nationwide non-profit organization of the 57 public officials who head departments of public education in every state, the District of Columbia, the Department of Defense Dependents Schools, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of committees and task forces, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents the chief education administrator, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The CCSSO Resource Center on Educational Equity provides services designed to achieve equity in education for minorities, women and girls, and for disabled, limited English proficient and low-income students. The Center is responsible for managing and staffing a variety of CCSSO leadership initiatives to provide better educational services to children and youth at risk to school success.

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The Council of Chief State School Officers (CCSSO) has centered its work for the past three years on the assurance of school success for all students—an assurance focused on improving the quality of education and services for children and youth most at risk of school success. In 1989, under the leadership of former CCSSO President Ted Sanders, the Council adopted as a major initiative the family support, education and involvement that children need for school success. This publication, **Family Support, Education and Involvement: A Guide for State Action**, is the result of that initiative. The Guide was adopted by the Council at its Annual Meeting in November 1989.

The Task Force on Family Education appointed by Ted Sanders initiated and directed the Council's work in this area. The Task Force included: Harold Raynolds, Jr., chair (Massachusetts), H. Dean Evans, vice chair (Indiana), Robert E. Bartman (Missouri), Linda Creque (Virgin Islands), Bill Honig (California), Wayne G. Sanstead (North Dakota), Ruth Steele (Arkansas), and Gerald N. Tirozzi (Connecticut). The members of the Task Force deserve recognition and thanks for the leadership they provided throughout the year.

Thanks are also extended to the education agency staff who provided information on state programs and to the chief state school officers and their staffs who commented on versions of this document. Student interns, Yvette Wiltz and Kristen Furber, were responsible for conducting a phone survey to identify the state programs.

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Foreword

Schools cannot operate in isolation from the family and the community. Learning occurs outside of school and the classroom and affects the child's mindset for learning in school. Schools will always be connected to family and community circumstances. The optimism, hopelessness, wealth or poverty of the community is invariably shared in and reflected by the school. Yet, even in the most challenged communities, schools can become beacons of light by tailoring programs and mobilizing families and community resources to address effectively the needs of children and families.

The chief state school officers recognize that the development of families is enhanced when schools and families are involved in mutually benefiting activities. Schools function better when there is agreement between the school and the family regarding goals for the child and the mechanisms for reaching those goals. Families function better when assisted and supported by the schools. If our nation is to progress toward a goal of a 100 percent graduation rate by the year 2000, we must take every possible step to strengthen the resources of the family and connect them to the schools.

We cannot assume that all families are prepared to provide the support, assistance and motivation for their children to succeed in school. The realities facing today's families mean that they often do not have the time, resources or skills for that kind of support or assistance. Schools must do more to position families to help their children in school.

Expanding school actions in family support, education and involvement presents new sets of expectations and responsibilities for schools and their staffs. Though some may feel this adds to an already overburdened set of responsibilities for schools, the situation is such that the potential for the school to address basic family needs must be used. Much of the effort must be carried by schools in alliance with other service agencies. Much of the effort will require use of existing programs of community and adult education and will require reshaping traditional school/parent organizations and partnerships.

The priorities and resources of the Council of Chief State School Officers for 1989 emphasize educational success for all children and focus on the family support, education and involvement that children need. This priority is an outgrowth of the Council's 1987 policy statement, "Assuring School Success for Students At Risk", which describes the state role in providing specific guarantees of high quality education programs and related services to ensure the high school graduation of at-risk youth. Among those guarantees are several that provide the underpinnings of this publication: the guarantee of a comprehensive parent and early childhood development program (this became the focus of the 1988 policy statement, "Early Childhood and Family Education", and other publications for state action in this area); a written guide for teaching and learning for each student, prepared with and approved by the student and parents, which maps the path to high school graduation; a program for participation of families as partners in learning at home and at school as their children proceed toward high school graduation; and procedures by which students and parents or their representatives can be assured that these and other guarantees are met.

This publication, **Family Support, Education and Involvement: A Guide for State Action,** assembles concepts concerning relationships with families which are not usually considered when thinking about schools. The concept of family support—those services necessary for basic family function and health—is generally associated with social services. The concept of family education has been usually linked to early childhood programs and to providing secondary school students with parenting skills, home and family preparation. Family involvement has been traditionally thought of as the way parents support schools primarily in a financial or booster capacity. This document links these diverse concepts and focuses them in an image of schools helping families helping schools to form unbroken support and assistance to the child.

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Introduction

Introduction

"A major reason for the increased focus on parent and community participation is that educators now recognize that schools alone can't produce desired levels of learning and academic achievement—especially for poor, urban, minority and 'at-risk' youngsters." (Clark, 1989, p. 1)

The family of today is a very different unit from the family of years past. In many families both parents work outside the home. Single parent families are prominent features in urban and suburban areas. Distances and the realities of urban living are often barriers to the supports that the extended family once provided children and new parents. The fact that many children are not growing up with the full support once provided by two-parent or extended families or in small caring neighborhoods challenges traditional assumptions about our expectations of community institutions such as schools and their role in relation to the family.

A great many families have special needs ranging from requirements for basic supports in order to achieve overall health, well-being and shelter to intensive interventions when experiencing major disruptions and dysfunctions such as homelessness and family violence. Assumptions about "traditional" and "nontraditional" families have given way to the realization that all families are unique and are nontraditional in some ways; few are totally self-sufficient; and most need some form of family support at one time or another.

Families often have multiple needs which require access to more than one community agency and involve a coordinated case management approach. Although many community institutions including schools and other people-serving agencies are realigning their policies and resources to keep pace with these changing needs, they have not always been flexible enough or moved fast enough to successfully accommodate contemporary family experiences.

In many single parent and two-wage-earner homes, there is little quality time for adult-child contact and many children have responsibililties for self-care or care of siblings. The latch key child is a reflection of the limitations of child and family services to meet the competing requirements of work and the home. Academic failure and high levels of dropout among our youth signify shortcomings within our people-serving systems for identifying and appropriately addressing many problems and needs of youth and families. Teen problem behaviors such as substance abuse, delinquency and early parenthood cannot be excised and treated apart from their larger context of community and family circumstances. Despite the availability of a range of diverse services, we have not been successful in providing a holistic response to these problems.

To the extent that the home is the major source of children's developmental experiences including expanding social, emotional, moral, language and intellectual capacities, it is in the self-interest of schools to help in building positive home and community environments. To the extent that some children and families must draw upon a range of service providers and community resources to be healthy and viable, it is in the best interest of schools to establish links with these providers and resources and, where appropriate, to provide sites for these services.

At a time when many families across all income levels are experiencing greater stress and when child poverty is at record levels, the school cannot view itself as an isolated institution within the community, separate from family and community services. Neither can educators or educational policymakers work independently of the other child- and family-serving institutions. To the contrary, with the advent of recent federal welfare reform (see description of The Family Support Act in Appendix B), public education has been thrust into a more responsible position of helping young needy families achieve self-sufficiency.

Never before has there existed a more pressing need for a comprehensive child and family policy which directs and mobilizes all family-serving systems to cut across organizational arrangements to provide supports for families. Never before has it been more critical for schools to develop strengthened partnerships with families and communities and with other agencies which also serve them.

Policymakers across the service systems realize that a path to resolving many pressing social, economic and educational issues is to strengthen the inherent capacities of families. Some states, recognizing this strategy, have made assistance to families a key element of their public policy. Pilot programs and statewide policies have been set up to support families through a comprehensive array of services. Comprehensive family services often require coordination of procedures, eligibility criteria, collocation, mainstreaming and cooperative funding. Hence some states have developed mechanisms at the topmost administrative levels and provided incentives at the local level for increased coordination among people-serving departments.

There are also numerous programs at the local agency as well as school levels that utilize services across agencies in order to respond to child and family needs. The provision of on-site programs for young parents, including child development, parenting information, and services needed to alleviate personal problems and plan for self-sufficiency, as well as actual child care exemplify efforts within our schools to assure that the education and nurturing needs of two generations are met. This is done in the hope of achieving immediate educational results for the young parents (i.e., they stay in school), and longer-term gains for their children who benefit from improved models of parenting, care and education. The process devised by James Comer of New Haven is an example of how schools can be responsive to the needs of families. The Comer model uses a school-based management approach focusing on changing attitudes and working relationships among parents, teachers, administrators and support staff. The process also employs a mental health team in the school comprised of a school administrator, teacher, counselor, nurse, parent, social worker, psychologist, etc., to collaboratively address the needs of individual students and develop the school climate suitable for their needs.

These efforts are representative of a number of approaches that fall along a continuum, differing in levels of effort, focus and relationships among families, schools and governmental agencies. The goals of family programs are as diverse as the states and localities from which they emanate. Programs must be diverse to be responsive to the needs of the child who is homeless and who requires all the extraordinary support the school, child welfare agency and community can offer. They must be sensitive to the concerns of the illiterate or moderately educated parent who wants her child to have the educational benefits she may lack, but does not have the skills or confidence to help that child academically. They must be inclusive of the middle income, recently divorced parent who wants the choice of a quality public education for his child and who also needs family support services.

Given the broad needs and the repercussions of inaction, it is a legitimate responsibility of the education system to provide greater assistance, coordination of services and support to families so that they have a stronger capacity to assist in the education of their children. It is also the responsibility of the education system to accept families as full partners in the education of their children and develop this relationship in the design and implementation of programs affecting children.

Through this guide for chief state school officers and their staffs, our goal is to identify and promote ways educational systems can assist families and work in concert with them and other service systems to help children maximize their success in school and in life. The guide presents discussions and research on the benefits of family support, education and involvement programs; identifies state strategies, actions and programs to encourage implementation of family support, education and involvement programs in schools with significant concentrations of students at risk; and lists resources and organizations that provide leadership in these areas. It is a tool to be used by state education agencies as they structure and develop family policies and programs, and as they collaborate with other agencies.

Principles and Recommendations

Principles and Recommendations

Principles and Recommendations for Comprehensive Family Support, Education and Involvement Efforts

Principles

The time is ripe for reform in how our school systems interact with families and other agencies, and for implementation of new strategies requiring new partners. Because schools are integral components of communities and have dealings with children and their parents and guardians which extend beyond the purely academic, they need improved capacities to identify and address complex problems that students and their families encounter which ultimately bear on individual and school success. Also because teen parents are often still of school age, schools have a unique opportunity and responsibility to maximize the development of young parents as well as that of their children.

To be successful, policies and programs cannot concentrate solely on the child but must simultaneously address the needs of two generations—the parent and the child—for they are interdependent. This interdependence has clear ramifications for schools since parents serve as the child's first teachers and models for the child's literacy behavior, and therefore serve to reinforce or detract from the education goals for the student. A proper role for the school is the development of both the family and the child.

Interventions must be comprehensive, not narrow in scope or limited in duration. Because complex family conditions such as unemployment and illiteracy cannot be remedied quickly, optimum conditions often require time to develop and stabilize. Quick-fix responses may be of little use. Further, the factors causing problems for children and families are so interrelated that they require an equally integrated approach to the solutions.

Our responses cannot be based solely on the needs of the "traditional family" for it rarely exists. Interventions, however, should not be reserved exclusively for exceptional and obviously dysfunctional families and individuals. Because families are different—with different expectations and needs, of all races and ethnic backgrounds, comprised of single parents, two working parents, guardians, foster parents, migrants and recent immigrants, and with children of varying special needs—interventions and programs must consider this diversity.

Whereas child welfare services have traditionally been triggered by crisis in the family (e.g., family violence, child abuse and neglect), education has tended to function in a preventive and developmental mode. Some prevention initiatives, however, must be implemented prior to compulsory school age and involve the community agencies and schools in a service continuum (e.g., special education services are provided for children from birth and to their families).

In some situations, prevention is not enough. Education staff must also be aware of and have access to community resources to provide comprehensive family support services, referral and resolution of problems. Opportunities should also exist for creative use of school and community facilities and resources in providing programs that serve the common goals and clientele of schools and other people serving agencies.

Throughout, schools must be in communication with other agencies serving children and families, and in direct partnership with the home in order to maximize the total development of the child and to better address the needs of the family. Most of all, programs and actions geared toward families must seek to empower them to progress and regenerate so that they remain viable after supports are lessened or withdrawn.

Recommendations

The Council of Chief State School Officers recommends that state education agencies provide leadership in the development and expansion of comprehensive family

support, education and involvement efforts. This can be done by:

1. Helping to develop formal state policies and initiatives on family support, education and involvement that are consistent across state agencies and that enhance the capacities of schools and communities to provide and support improved family services. These efforts should encourage the development of local community and school policies, plans and guidelines for comprehensive family support, education and involvement as part of school and family improvement goals.

2. Providing systems for identifying child and family needs, connecting to necessary social services, and where necessary advocating to make sure these needs are met.

3. Incorporating family support, education and/or involvement requirements in state and local education initiatives affecting children and parents and the quality of their education and other services. Mechanisms should also be in place for providing family input in planning, review and implementation of these initiatives.

   Specifically, state education agencies should:

   a. incorporate criteria for effective family support, education and involvement strategies into school accreditation standards and programs of quality review;

   b. establish guidelines for districts to follow when defining responsibilities and roles of families; and

   c. promote the involvement of families in schools in instructional, support, and shared decision-making roles.

4. Collaborating with and encouraging local governments, agencies, community and social organizations, and business and industry to develop incentives to increase family and community involvement in the schools and to demonstrate the contributions of these groups to the success of students.

5. Recognizing and applying the structure and processes of community education to increase citizen involvement in community problem solving and decisionmaking affecting schools and families; developing and implementing lifelong learning opportunities; making community resources available to the education curriculum; providing opportunities for families to become involved in the learning process of their children; extending the use of school facilities for family and community use; coordinating and collaborating among agencies to deliver educational, social, economic, cultural and recreational services to the community; and developing partnerships with businesses and utilizing volunteers to enhance the learning climate of the school and the delivery of community services.

6. Providing state and local resources for developing comprehensive, well-planned family support, education and involvement programs in schools and communities.

   This means:

   a. designating existing or new personnel as family educators, liaisons and coordinators (appropriately trained and representative of the ethnic, linguistic and cultural composition of the school and community);

   b. establishing family centers at the state and local levels;

   c. providing appropriately trained and experienced professionals (psychologists, social and health workers, counselors, etc.) to support faculty and other staff in the identification, referral to services and treatment of individual and family problems which affect the success of children and schools;

   d. providing training for teachers, prospective teachers, school staff, parents and volunteers in enhancing comprehensive family support, education and involvement;

e. encouraging the development of diverse models of home learning, family education and two-generational education progams including those for special populations such as non- or limited English speakers, teenagers, parents with low reading abilities, parents of older children, parents of children with severe health needs and home-based special education requirements;

f. linking successful local programs to other districts and schools for replication and adaptation;

g. establishing mechanisms for recognizing, funding, evaluating and sharing successful programs and implementation strategies across districts;

h. providing evaluation of the benefits and effects of statewide and local family initiatives and programs;

i. providing new state aid incentives for financing school construction and renovation of facilities for early childhood and family support programs and services.

7. Increasing efforts to guarantee quality early childhood experiences, including comprehensive services for at-risk children and families. In addition to in-school experiences, comprehensive services include appropriate health and social services, as well as parenting information and education that provide knowledge of services and opportunities for improving the quality of the home life.

A Framework of Family Programs

A Framework of Family Programs

Family Support and Education: *Programs characteristically promote child development by enhancing both the family's childrearing and the community's response to the family. The programs are community based. They provide information, emotional and social support, and such assistance as transportation and referrals. They emphasize prevention, and often develop innovative ways to use paraprofessionals, volunteers, and information networks (Weiss and Jacobs, 1987).*

Family involvement: *"Any of a variety of activities that allow parents to participate in the educational process at home or in school, such as information exchange, decision sharing, volunteer services for schools, home tutoring/teaching, and child/school advocacy." (Williams and Chavkin, 1986, p. 9.)*

Because families are different in their strengths and capacities, there is no single family policy or strategy that is appropriate for all. Family support, education and involvement programs represent a continuum of activities and relationships between schools and families. These programs can be separate and distinct in their purpose and implementation or greatly blended in focus.

The following subsections define and discuss these programs as they are currently implemented. The first subsection describes family support and education. A discussion of family involvement follows. The final subsection combines these themes and illustrates how efforts to support, educate and involve families reinforce goals of school improvement and success for all students.

Family Support and Education

Family support programs are premised on a set of assumptions—that all families need help at some point in time and can benefit from support; a child's development is dependent on the strength of the parent/child relationship and on the stability of the relationship among adults who are responsible for and care for the child; most parents want to and are capable of helping their children grow into healthy adults; parents are likely to become better parents if they feel competent in other important areas of their lives; and families are influenced by societal and cultural values and pressures in their communities (Kagan, Powell, Weissbourd, and Zigler, 1987). These premises reflect a view of the family that in turn helps to structure how services should be delivered to provide the most effective level of support and the programmatic forms that help achieve family empowerment.

Within this framework, most support programs help families access and use available resources, engage in some form of skill building and parent education, and develop supportive networks to enhance parent-child interactions. Services provided usually include information, feedback and guidance; help with securing services and entitlements, joint problem-solving, encouragement and emotional support; and one or more concrete services such as job training, early childhood development, respite care, transportation, health or developmental screening, employment referral and adult education (Weiss and Halpern, 1988).

At present this movement has been captured by several states and formulated into large-scale family support and education pilots or legislatively mandated statewide programs. (See descriptions of efforts in Connecticut, Maryland, Minnesota, and Missouri in Appendix A, Catalog of State Programs.) The impetus for family support and education is now fueled by a history of successful efforts that have documented favorable results in intellectual development for participating children, and increased awareness of child development issues for

After a 10-year pilot phase, state legislation shifted responsibility for the ***Minnesota*** *Early Childhood Family Education (ECFE) initiative to the Community and Adult Education section of the SEA. Current legislation allows school districts certified to offer community education programs to levy funds for ECFE by a vote of the School Board. State aid augments any shortfalls in the program cost and the levy generated. Participant fees account for only about 10 percent of program costs. Although a strong core model of services exists (a majority of sites allocate over 80 percent of their service hours to parent-child classes), specific services offered are a matter of local choice.*

Participation levels range from 15 to 60 percent of eligible families in the school districts programs. In urban districts with larger budgets and larger concentrations of special populations, efforts have been made to provide specific services for at-risk families. Linkages with community resources include: cooperation in sharing facilities, equipment and staff; outreach for recruitment and referral purposes; and collaboration in which ECFE resources contribute to a jointly funded activity (Seppanen and Heifetz, 1988).

parents (e.g. Missouri's Parents as Teachers Program); and high levels of participation by adolescent parents, low levels of repeat pregnancy, and favorable rates of return to school (e.g., Maryland's Family Support Centers) (Center for the Study of Social Policy, 1989). These programs have operated under the auspices of both state departments of education (often administered by community education, adult education or early childhood education divisions), and human service agencies.

As states consider implementing family support programs, they will be confronted with a variety of strategic choices that will govern the types of families to be served, the specific goals of the program, and which agency or agencies can provide the greatest leadership for the initiative. At its optimum, an expanded vision of family support would be:

> ...a system for service delivery that cuts across and underlies all of the current categorical service programs. In this approach, support for families would be defined as an overarching social policy goal in itself, and program development would be done in the many varied ways that could advance this goal. The specific programs that would emerge from this approach could be both free standing or incorporated within current health, social services, mental health, economic security, and/or education programs—but they would all be instruments of a clear public policy goal to establish more comprehensive supports for family functioning (Center for the Study of Social Policy, 1989, p. 20)

To date few programs have developed in this comprehensive fashion, although several states are making progress in this direction. The states and localities (Prince George's County, Maryland, New Haven, Connecticut, two Native American reservations in North Dakota) participating in The Annie E. Casey Foundation's Child Welfare Reform initiative are also attempting to develop service systems for children and families which are less categorical and more oriented to community-based developmental supports and early intervention.

Several states are also experimenting with efforts to put comprehensive services in the schools.

- Connecticut's Family Resource Centers are comprehensive, integrated, community-based systems of family support and child development services located in public school buildings. Funded through the Department of Human Resources, in conjunction with the Department of Education, and operated by early childhood specialists, Family Resource Centers establish within the community a full continuum of early childhood services which encourages the optimal development of children and families. Beginning with new and expectant parents, Family Resource Centers provide a coordinated local service structure through which families can access parent education and training, family support, infant/toddler, preschool and school-age child

*The Citizens Education Center and the **Washington** State Migrant Council have launched a family literacy program for Mexican migrant farm families in the Yakima Valley. The program includes instruction in English as a Second Language for parents, early childhood education for the children, and a strong parent-education component which helps parents understand the school and the need to support education for their children in the home (Darling, 1989).*

*The **Kentucky** Parent and Child Education (PACE) program is being piloted in 12 districts in response to the unusually high number of adults who do not complete high school. PACE targets parents of three- and four-year olds who do not have a high school diploma. It aims to break the intergenerational cycle of undereducation by uniting parents and children in a positive educational experience. It is conducted within the context of an adult literacy program in the public schools. In its two years of operation, PACE has served 700 parents and children at a cost of approximately $800 each. Teachers and teaching assistants are employees of the school system and receive compensation equal to district employees (Harvard Family Research Project, 1988).*

care, teenage pregnancy prevention services, and family day care home provider training. The three demonstration Family Resource Centers are based in public schools representing an urban (Hartford), rural (Killingly) and suburban (North Branford) setting.

- The Washington Department of Social and Health Services (DSHS) and the Olympia School District (OSD) have collaborated on a demonstration project for high-risk children and their families. The purpose of the project is to promote early intervention to families whose children are at high risk of experiencing school failure. Family support services are mobilized through: 1) development of a school-based Family Help Center; 2) early detection and referral services; and 3) case management efforts for children and their families.

  DSHS provides a social worker and a part-time project developer to build the capacity of the school, the Parent/Teacher/Student Association, and the neighborhood to promote early intervention and referral services. The OSD assures access to necessary information and records in order for the DSHS social worker to carry out the goals of the project. The social worker safeguards these records and ensures strict confidentiality of this information within the constraints of the law and applicable DSHS and OSD policies. Volunteers help strengthen school-based knowledge of help seeking pathways and early warning signs for when help seeking is necessary. OSD provides resources to support the Family Help Center such as space, phones, office support expenses, volunteer transportation, printing of materials and clerical support staff.

- Through the Arkansas Prevention Partnership project, the state is examining a new strategy of comprehensive, holistic "prevention partnershipping." This involves a school based, integrated delivery system of repositioning service providers and connecting at-risk youths through family-centered case management to targeted prevention programs and then to job and career opportunities created by economic development. This program assists local school districts, local government, Quorum Courts, human service providers, private sector organizations, state government agencies, business and industry in

developing a school-based integrated human service delivery system. School, community agency personnel, volunteers and mentors are managed in such a way as to maximize propinquity, staff coordination and programmatic excellence to solve chronic problems at their earliest stages.

- New York's Community School Program at 14 sites statewide provides human and educational services to hard-to-serve or special populations. School facilities are made available on an extended school day and year basis. Instructional services are offered including basic instruction, tutoring, mentoring and related enrichment activities. Support services include day care and latch key services, and social and health services. Schools tap into resources available in state and local agencies, as well as community-based organizations. Each school has a management team composed of school administrators, teachers, parents, community service providers and other professionals involved in serving students.

Advice in setting up family support and education efforts can be taken not only from states which have labored to construct statewide or pilot programs but also from the community-based organizations which have a long history of involvement with families. Many of the latter programs focus on family and community empowerment.

The Early Childhood and Family Education Program (ECFEP), funded by the Bernard van Leer Foundation, was established in an economically depressed neighborhood of Albuquerque, New Mexico through a process termed "respectful intervention." Staff sought out the strengths of the community and were determined to learn from and with participating families and individuals in the community how to best structure a program reflective of community needs. Although residents of the community had been constantly made aware of their problems, they seldom realized their strengths. According to Maria Chavez, project director, parents "do not know they are the experts on their needs and those of their families and children. Nor are they aware of the importance of their role as their children's prime educators, and of their unique ability to perform this crucial responsiblity. Such knowledge is gained not through help, but through the process of empowerment." (Chavez, 1989, p. 8)

By allowing families to participate in the decision-making process and as teachers in the preschool setting, parents were soon designing curriculum and setting policies. More importantly, they were realizing their ability to accomplish these tasks. Parents enrolled in the program soon gained control in other areas of their lives. Many have returned to school to obtain GED certificates, specialized job training, or have enrolled in the local university. Program parents have also initiated community action by petitioning for better school transportation, effective police patrols and better cleanup services.

According to Denton, "Sound educational policy and practices for disadvantaged youth and adults require seeing the family system as the focal point of educational interventions." (Denton, 1989, p. 9) In order to break the cycle of illiteracy and poor basic skills that is perpetuated among disadvantaged families, the literacy levels of the entire family must be raised. To motivate adult learners, literacy instruction for families should be directly tied to the future and success of the child thereby casting learning in a more functional context.

Translating family support and education into a school setting is not without its challenge. Family support and education programs require a flexibility that is often at odds with bureaucratic practices. The education and empowerment of parents will frequently mean the redirection of school program plans as well as changes in staff attitude and responsibililties. Also such efforts require ongoing funding (Kagan, 1989).

The experiences of states that have developed family support and education programs is helpful to other states interested in moving these programs from the grass roots level to the state policy level. Weiss (1989) documents some of the issues and choices that builders of past state programs have faced and the ways they addressed them. Included are the need to:

- Get family support and education programs on the state agenda by formulating a programmatic or policy initiative and building a constituency for its development.
- Develop a cadre of "policy entrepreneurs" (e.g., legislators, agency personnel, governors or governors' staff) that have in common a belief in the importance of family-oriented preventive interventions and a commitment to developing initiatives over the long haul.
- Conduct an informal environmental scan to determine where there is interest in the development of such initiatives and where opposition to them is likely.
- Insert the family support and education initiative into the prevailing state policy agenda and that of the sponsoring agency and seek opportunities to launch pilot programs.
- Frame the specifics of the initiative and describe it in a way that a broad coalition can be behind it.
- Continue to nurture and maintain relationships with a broad set of individuals and groups who support and could oppose the initiative.
- Pull together evidence demonstrating the effectiveness and potential public payoff of investment in the provision of family support and education programs.

Family Involvement

Family involvement is many different things to different people. In its most traditional form, families are asked to support and cooperate with school staff. In another form, school staff provide services to families. In yet another form, families and school staff work together as partners in education. Family involvement can include activities such as fundraising and volunteering in the schools; it can be the home instruction of children; or it can be participation in school decisionmaking affecting curriculum and sometimes staffing and budget. Attitudes often differ around the value and preferred level of these types of involvement. Policymakers, administrators and teachers often prefer the more traditional roles of families such as supporting the school and providing home tutoring, whereas parents often want to be more involved at a participatory/decisionmaking level in addition to the more the traditional roles (Stalworth and Williams, 1983).

No matter what its extent or form, children benefit from family involvement or participation in education. According to Anne Henderson, author of The Evidence Continues to Grow, "the evidence is beyond dispute: parent involvement improves student achievement. When parents are involved, children do better in school, and they go to better schools." (1987, p. 1) Not only do involved parents have the power to improve the outcomes of education for their own children but they can directly influence the quality of the educational environment for other children as well. Research indicates that informed, knowledgeable parents equipped with the tools for ensuring their children's academic success develop positive attitudes about school and staff, tend to gather community support for schools, and also seek more education for themselves. Involved parents help establish the type of school environment that in turn allows teachers time for teaching, experimenting and developing more student-oriented approaches (Henderson, 1987).

Although all forms of family involvement are helpful, research shows that involvement that is well-planned, comprehensive, and long-lasting will have the greatest benefit on student achievement (Gordon, 1978). Schools that are improving student achievement tend to have programs for reaching and communicating with families that are appropriate to the nature of the community and are responsive to community need (ERIC Clearinghouse, 1986). For example, through appropriate community education programs, families can become

familiar with school staff and the school's goals and objectives. Through family education initiatives such as literacy and GED preparation, schools can improve the capacities of families to effect student achievement.

Researchers generally agree on the following five types of "family involvement" described by Joyce Epstein of The Johns Hopkins University Center on the Organization of Schools from her extensive research of teachers, principals, parents and students (Epstein, 1988).

1. Basic obligations of parents to support the health, safety, and development of the life skills of their children.

2. Basic obligations of schools to communicate with parents about school policies, programs and student programs.

3. Parent involvement in the school in a variety of roles as volunteers and aides, audiences, and attendees at workshops and training sessions.

4. Parent involvement in the child's learning activities at home.

5. Parent involvement in governance and advocacy, through representation on school boards, advisory councils or independent advocacy groups which monitor schools and work for school improvement, and decisionmaking, through sharing the process of making decisions about their own children's programs.

Added to this is a sixth level of involvement—parent participation in programs that foster their development (e.g., GED preparation, literacy instruction, basic adult education, and job training, etc.) which overlaps much of the family support and education activities discussed previously. Also the success of other types of school-family relationships are closely tied to the personal development of parents. Together these six types of involvement represent a comprehensive model for school-family relationships.

Basic Family Obligations

This form of involvement takes place in the home and centers around basic obligations to the child that are very crucial to his or her success in school. Parents are obligated to feed, clothe and shelter their children. They are expected to provide a space and a time for activities such as homework completion. It is often assumed by educators that it is the family's obligation to provide a home environment that values education and lays fertile ground for learning through discussions with adults, reading in the home and developing important life and coping skills. At certain points in time, some families due to financial and other stresses in their lives cannot fulfill these basic obligations, but this is where social service agencies and community and religious organizations often step in. Oftentimes this role is supported by schools when they provide free lunches, before and after school care, referrals to family services, and general counseling and support to children and their families. When schools have a defined proactive role for themselves in supporting families, they are able to assist families in meeting these basic obligations to the child.

School-Home Communications

Despite what may be a common ground of interest between teachers and families—exchanging information between the school and the home to benefit the child's learning—sizeable numbers of parents are cut off from communication with the school or feel that the communication that exists is not frequent or thorough enough. Families have the right to be informed of their children's program and to closely monitor children's progress. They need basic information about general school policies, educational services and programs, extracurricular activities, facilities, and procedures for assessment and evaluation of students. For some families, the value of this involvement may be limited if 1) the manner of school communication is not in their language of proficiency or level of literacy, and 2) they are not empowered to act on this information to help improve their children's performance or program options. Effective family involvement programs are able to overcome these limitations.

Families have a right to information about:

- *teachers and principal—their experience and background;*
- *school rules, policies and regulations in areas of health and medical regulations;*
- *attendance regulations;*
- *disciplinary policy, behavior standards, grounds for suspension and exclusion, including procedures to be followed;*
- *schedule for the school year—dates of parent/teacher conferences, parent meetings, holidays, report cards, etc.;*
- *sources of all policies and rules—whether state law, local district policy, or policy of the school principal;*
- *grievance procedures—how to appeal rules and regulations;*
- *academic requirements, criteria for student evaluation, standards of promotion, homework regulations, problems the child may have with schoolwork or behavior; and*
- *curriculum—what is being taught, how the curriculum is organized, how students are grouped for instruction and what methods are being employed in the classes (National Committee for Citizens in Education, n.d.).*

Numerous factors contribute to the lack of effective communications between the school and the home. Psychological differences in the ways that teachers and families view the child and his or her development must be overcome so that positive interactions can occur. Attitudinal barriers based upon assumptions that professionals and families have about each other must be addressed. Also logistical barriers that hinder involvement such as transportation, time, child care, limited understanding about the school system, feelings of inferiority, and the like must be systematically addressed from the perspective of school personnel and families (Mendoza, n.d.).

The Central Park East schools of District 4 in New York City, with the help of the Ackerman Institute, have instituted "family conferences" as a way of involving teachers, parents and children as allies in the learning process. Through the family conference approach, the teacher, parent and child develop a cooperative, school-family plan for addressing problems. Prior to the use of "conferences", parents and teachers often saw each other as antagonists rather than people cooperating in the interest of the child. The school psychologist worked with children who were having problems on an individual basis, conferred with teachers and parents, and referred teachers to outside agencies. Through "conferences", teachers, all family members including the child, and other professionals learn to trust each other and negotiate cooperative strategies. As a result, the psychologist now spends much less time in her office with individual children and more time with teachers and children in classrooms where her training can supplement that of the teacher's in testing cooperative strategies with the child. Also more time is spent with families keeping them informed of the student's progress and drawing them into the school's efforts regarding the child's needs and program (Bensman, 1987).

The work of James Comer is another example of how schools can reposition and improve their relationship to the family for the benefit of school and student achievement. Comer advocates using effective efforts to involve families as a way of healing and bridging the distrust between schoolpeople—"largely middle income, often nonminority, and well-educated"—and parents in minority and poor communities. His model is designed to overcome the alienation, distrust and reluctance that many poor and less educated families have that may be barriers to their involvement with their children's schools and teachers. He uses approaches that bond families to the education site and assure that children get the important adult presence they need (e.g., greater use of parents as classroom aides and volunteers and parents in governance roles). Family activities are geared toward improving school climate. Family roles are defined by individual strengths and interests and include the more traditional as well as the participatory levels of involvement.

Central Park East School in New York City's District 4 is widely hailed as a success. Although its student body is predominantly economically disadvantaged, its students far exceed the city-wide average on many indicators—high attendance rates, low mobility rates, low dropout rates in later years among its graduates to secondary schools, and high student achievement on standardized tests. Among the reforms instituted at the school since its inception in 1974, staff sought to implement policies to strengthen the sense of family—to create an environment that is an extension of the children's homes and a place where both children and parents are accepted and cared for. This was made possible by the school's small size. In addition to making children feel at home in school, staff enlisted parents in the educational process to make learning a family activity.

Parents are regularly informed about what is happening in the school. CPE has a firm policy that no application for admission can be accepted without a visit from the child and family. Families receive a weekly bulletin which includes reminders of upcoming events, reports on interesting curricula, and discussions of educational issues. CPE staff have developed their own student assessment form to better communicate to parents how their children are doing in terms of skills mastered, projects engaged in, and areas in need of work. Teachers also developed a homework policy that encourages parents to spend time with their children discussing what they have learned in school. Teachers also suggested concrete activities parents could engage in with their children. Finally, staff must convince families of their respect for the community and its culture through appropriately focused curricula and activities (Bensman, 1987).

The underpinnings of Comer's work are also reflected in the research of Lily Wong Fillmore with language minority children and their families (1988). She attributes the school failure of many working class white and minority background children to a poor match between the experiences of the home and those of the school. She indicates the need for better communication between the home and the school regarding what teachers perceive as the child's necessary preparation and experiences for school. She also recommends greater accommodation by the school to the cultural patterns of students in the manner in which instruction is presented and organized, the models of teaching used, the structure of the learning and social environment of the classroom, and the roles and relationships of students and teachers.

Immigrant families' lack of knowledge about U.S. customs and society and their limited English proficiency often put them at a disadvantage when dealing with the schools as well as with their own Americanized children. In the case of some Asian immigrants, cultural traditions of the native society often make families reluctant to challenge a teacher's authority and openly air their concerns with teachers and school administrators. Additionally, families and schools may have differing notions of what makes a child an ideal student. Therefore, schools must make extra efforts to develop lines of communication with immigrant families.

Practioners such as Gloria Rodriguez of the AVANCE Educational programs for Parents and Children in San Antonio, Texas seek to fill what many feel is "an abyss between the Hispanic home and culture, and the public education system." (Rodriguez, 1987) She does this through family education and support programs designed to help parents gain knowledge in child growth and development, develop effective child management skills, expose them to community resources, and strengthen their social support networks. Her program provides the converse of efforts to change schools and school personnel to more effectively work with culturally and linguistically different families. Rodriguez seeks through education and support to prepare Hispanic parents to become a part of their children's educational experience in the schools.

With input from involved parents and community resources, schools should identify and anticipate potential social problems and take steps to provide timely solutions. Interpreters should be used for family seminars and during special school nights. All communications should be provided in appropriate languages. Representative parents should be assigned as paid or volunteer school aides and encouraged to enter all gates of participation. Finally, the culture and appropriate role models should be prominant features of classroom and school-wide activities and of the curricululm (Yao, 1988).

Another special group of families for which effective communication is especially important is those whose members have disabilities. According to Madeleine Will, former Assistant Secretary for Special Education and Rehabilitative Services in the U.S. Department of Education, the assumption is often made that family members with special needs are burdens and hence these family units are dysfunctional or deficient in some manner. This notion is incorrect. Many of these families achieve happiness and well being. School and service professionals, however, must be flexible and willing to go the extra distance if families with special needs are to receive the information and services necessary to ensure the best quality of life for the family unit (Will,1988). The involvement of these families in the child's education and program of services is especially important because families usually know the particular strengths, needs, resources and problems of their children and can help ensure that services are sensitive to these characteristics. Also because children with special needs often require services from more than one service system, parents are frequently the most knowledgeable and effective case managers ("Why Involve Parents?", 1987).

Involvement in School Activities

Researchers and practioners underscore the importance of conveying to parents that they are welcome in the school and that there are a number of important roles for them to fulfill. Though family participation as volunteers, aides, and audiences is a traditional level of involvement, it can take on a new and more meaningful focus when used as a mechanism to implement and develop some of the other areas of involvement. In enhancing home-school communications specific effort should be made to use volunteers not only in the classroom or office but as liaisons to other families to expand the school's communication and outreach networks to support both student progress (e.g., in increasing home learning activities described below) and family viability. Use of family members in visible roles within the school and community provides positive role models for students and other families. It can also develop useful competencies in parents who may otherwise lack specific job skills, thereby contributing to their own self-sufficiency and empowerment.

*The **Pennsylvania** Department of Education provides the following special techniques to schools for involving parents.*

- *Survey your community to get a clear picture of what kinds and how many different groups of families there are. Determine their special needs, interests and concerns. Try to identify barriers that can keep these families from getting involved in your school.*
- *Schedule workshops and meetings on specific topics that address identified concerns.*
- *Offer sessions in neighborhood homes if that is a better way to reach families.*
- *Encourage teachers to send notes, make calls or visit homes. Parents may be more inclined to come to the school and get involved after a personal invitation.*
- *Have a translator available for those parents who do not speak English. Prepare publications, messages to the home, and other information in the primary language of the families you are addressing. Recruit volunteer interpreters to promote communication with parents who do not speak English.*
- *Ask parents to serve on committees and task forces so that their interests and concerns are represented.*
- *Identify the most effective channels for reaching out to families. To what organizations do they belong? Who are their spokespersons and leaders? Where are their neighborhood centers? Where do they work?*
- *Encourage educators to explore their own attitudes and actions that might reinforce negative stereotypes of and prejudices toward minorities. Encourage acceptance, understanding and awareness of cultural and ethnic diversity among staff and evidence this awareness in activity planning and scheduling.*
- *Use families as community resources.*
- *Provide special training for teachers and counselors to help children who are stressed because of dramatic changes in family structure (e.g., dealth, divorce).*
- *Schedule school conferences at times to accommodate working parents. Provide child-care facilities at the school during meetings. Do not assume that parents have their own transportation.*
- *Know the custody situation in each family. Consider sending duplicate notes or report cards, and scheduling separate parent-teacher conferences.*
- *Find ways to include families in programs to enrich their child's educational experience. Develop a list of suggestions and give families tips they can use at home.*
- *Use parent observers on your evaluation teams.*
- *Understand cultural differences in attitudes, styles, and practices related to education and the school among parents in order for the school to avoid practices that alienate culturally-different parents.*
- *Develop a plan to help families of bilingual/bicultural students understand the role they can play in the educational process—at school and at home—and to share information about issues of concern to them.*

Project Ahead in Los Angeles and Project Home Visit in Claremont, California are two examples of projects that put parents in direct face-to-face communication with supportive school volunteers. In Project Ahead, family educators go into disadvantaged neighborhoods and recruit parents to participate in their children's home learning. As part of the recruitment strategy, the family educators establish a rapport with parents; assess the family circumstances and lifestyle; develop a written plan of action for the family; discuss the plan with the parents, and modify it when appropriate; obtain "partnership agreements" from parents; visit with the child's teacher to discuss how the family is supporting the teacher's objectives; and conduct bimonthly visits to the home to carry out activities listed in their plan of action.

In Project Home Visit, a two-person team visits the homes of students in cases where teachers' telephone calls and notes have not been effective. The team facilitates a partnership between parent and teacher (Clark, 1989).

Additionally, family involvement through attendance at workshops can be extremely effective if these activities are designed around family interests and child needs (individual class-level workshops are often more beneficial than school-wide workshops because they have more direct implications for the family), are held at convenient times, provide for child care, and if families are notified well in advance (Chrispeels, 1987).

Home Learning Activities

Parents are children's first teachers. Through outreach and community education, schools can do much to help parents understand and support healthy development in their preschool children. For older children, families can help to develop general skills such as good study habits, sportsmanship, or social interaction. Home learning activities can also be extensions of what the child is learning in the classroom by helping the child develop specific skills in various subject matter. Often home learning activities are conducted in consultation with the classroom teacher. Involvement in learning activities in the home is extremely critical to a child's success in school. Children given this support by families will excel far beyond their classmates who do not get this type of support. The literature is full of techniques and tools for involving parents in developing general skills and specific skills that are immediately applicable in the classroom. (See Appendix C.)

Research on the effects on parents of teacher practices (Epstein, n.d.) indicates that when teachers frequently involve parents in pupils' learning, parents receive more ideas from teachers, are more aware of teachers' efforts, know more about their child's instructional program, and rate the teachers higher in interpersonal skills and overall teacher quality. Although parents reported generally positive attitudes towards their children's schools, about 70 percent never helped the teacher in the classroom or on class trips or participated in fundraising activities. More than 85 percent of parents, however, reported that they spent 15 minutes or more helping their children with homework activities when the teacher asked them to do so, and more than 80 percent indicated that they could spend more time if they were shown how to do specific home learning activities with their children (Ibid, n.d.).

Epstein found that when teachers made regularly organized efforts to involve parents in home learning activities, response was positive for parents of all educational backgrounds. Teacher leadership, not marital status or educational level of the parent, was the key factor in the success of the effort. Family involvement, however, was often evidenced differently by single and two-parent families with single parents spending more time helping their child in the home than two-parent families and the latter spending more time than single parents helping teachers at school. Programs designed to enhance involvement should capitalize on these differing strengths while seeking to eliminate barriers to the expanded involvement of families into other areas.

"Regardless of their family arrangements or characteristics, almost all parents care about their children's involvement in school and want to know how to assist their children. We must consider how more families, even all families, can be informed and productively involved in their children's education." (Epstein, 1986, p. 12)

Despite organized efforts on the part of school staff, family involvement in home learning activities is often circumscribed by the level of literacy in the home. If the level of literacy is low, families are unlikely to motivate their children to place high priority on reading and other literacy skills, and they will not be able to assist their children with the most basic tasks. Improving the home learning environment through family education is one way to enhance family esteem as well as child achievement. Family literacy programs such as those described earlier are designed to break the intergenerational cycle of illiteracy by simultaneously addressing the basic skills deficits of both parent and child.

The work of Reginal Clark gives further insight into particular family actions and behaviors that support student learning. He describes how the "informal" or home and community curriculum

> . . . stimulates and reinforces children's literacy skills development by increasing their access to experiences that encourage them to utilize school-related texts, words, ideas, and strategies. Homestudy, leisure reading, dialogue-inquiry, enrichment programs, money-management, and special knowledge hobbies and games are examples of experiences that generate this informal curriculum. Research . . . shows that students must have active lifestyles and practice literacy skills beyond the school day in order to become firm and automatic with their literacy. (Clark, 1989, p.4.)

Classroom instruction by itself is not enough to produce the "automaticity" that leads to above average performance of high achievers and effective learners. Clark supports this claim by contrasting the number of hours successful students spend in desireable literacy experiences versus the number of hours spent by nonsuccessful students. He also lists a number of common parent-child interactions that enhance children's literacy skills. His work supports the importance for schools to develop models of home learning and to work with families in implementing an informal curriculum in the home and community that reinforces the important literacy skills necessary for school achievement.

Decisionmaking, Governance and Advocacy

In this form of involvement, parents participate on local boards of education, as advocates, and on school advisory committees. They may also be involved in decision-making relating to program input, planning and implementation. This type of involvement is an important requirement of federal special education, compensatory education, and early childhood programs (see Appendix B) and a key component in many school restructuring efforts.

*The **Illinois** State Board of Education has long supported family involvement in education, particularly in programs serving the at-risk population in areas of program planning and eligibility for program services. The Chicago reform legislation takes that involvement further by mandating local school councils which are made up predominantly of parent and community members. The school councils will transfer power from Chicago's Board of Education to the neighborhoods. The councils have the power to hire or fire the principal, develop a school-improvement plan and decide how discretionary budget money will be spent.*

*In **Minnesota**, students and their parents have been provided a number of options for choice of schools or education programs. Under the K-12 Enrollment Options, students can enroll in a public school outside the district in which they live. Good decisionmaking about schools requires a careful consideration of the parent's goals for the child and the child's needs as a learner. Parents in Minnesota are provided a great deal of information on these options through publications, hot lines and school visits so that all families can best benefit from the state policy on choice.*

The parent as a member of a school-based management team, as a proactive participant, or as a member of the comprehensive planning team in the James Comer school model is becoming a key component of the local school management movement. In the Comer model the school steering committee or advisory council is the key to school improvement.

> Under the direction of the principal, a representative group of parents and teachers and a child development specialist or support staff member develop a 'master' plan, including building-level objectives, goals, and strategies in three areas: school climate, academics, and staff development. The activity of all other groups in the school is based on this master plan. (Comer, 1986, p. 442)

The attendant responsibilities as well as the knowledge level this form of involvement requires of parents greatly increase the necessity for family education so that families profit from those broadened experiences in ways that extend beyond the education of their children and the improvement of their schools. Also as "choice" becomes a greater factor in school district and state policies, families are being given new options in the selection of schools and programs for their children. Without an appropriate knowledge base for all families, "choice" may mean no choice for many who lack the knowledge and skills to negotiate beneficial options for their children.

Deborah Meier, principal of Central Park East Secondary School in East Harlem, cites two critical elements for helping disaffected youth reconnect to schools and to their families. One is a structural issue for schools—break up the huge and often hostile schools into smaller units so that students can be viewed as individuals and treated as such. The second issue is an emerging role for schools and deals with renegotiating relationships—changing the power relationship between parents and their children (Raspberry, 1989). This means empowering parents in their children's eyes such that parents can better realize their roles as protectors, "bread winners," counselors and the like. Once empowered, parents are better positioned to direct their own lives and those of their children.

"Undereducated adults are disadvantaged, and their children are disadvantaged, and the nation is impoverished by their lack of knowledge." (Weston and Weston, 1987, p. 41)

Comprehensive Efforts: Helping Schools, Helping Families

When schools are involved in providing for family support, education or involvement, they have special opportunities to show their commitment to families and communities and to receive the commitment and trust of families and communities in return. Such programs often represent ways to reconnect many at-risk youth and their parents to the values and activities the larger society often takes for granted, as well as to provide a variety of one-stop services to the community.

By incorporating family support and education activities into the school site, schools are helping to develop parents' human capital—i.e., the knowledge and attitudes which they impart to their children. Researchers suggest that human capital is potentially more important for educational success than material capital (Weston and Weston, 1987). Hence, educators must work to assure that all children have both schools and parents who are able to instruct them well.

Heleen (1988) proposes a model of family-school relationships that is not based on a hierarchical system of support, education or involvement. Rather he proposes a non-directional "complex of participation," i.e., using a number of gates of entry which may be appropriate to the family member's level of skill, need or investment. For example, parental choice though initially involving little participation may lead to increased participation. Also contact initiated by a mediating agency or structure such as a church group working for school support or a home visitor program for parent education may be the entry point for some families to school involvement. Heleen believes that family involvement can become a reality in schools with the hardest to reach families if, "school systems develop a broad range of participatory opportunities that work cooperatively with parents and the community, allow parents to determine their own needs, provide initially low-investment opportunities, and work with other community structures..." (p. 63)

Family Programs and School Improvement

Family involvement is a key component of school improvement and of family empowerment. We are now witnessing a move from isolated family oriented programs at the local level toward their institutionalization as an integral component of a larger school improvement movement.

For example, Illinois has developed a network of accelerated schools designed to address the needs of at-risk students. Family participation is a key element in these schools. Families not only enter into an agreement that clarifies the goals of the accelerated school and the obligations of parents, students and staff, but they are also given opportunities to interact with the school program and to receive training for providing active assistance to their children.

In Wisconsin a Statewide Advisory Committee on the Year of the Family in Education has made sweeping recommendations to the state legislature and superintendent of education to support, monitor and provide assistance to districts in the development of policies to promote family involvement. The state education agency is also advised to explore and recommend specific strategies and policies on preservice and inservice teacher education programs to foster greater family involvement at the classroom level.

This flurry of proposed and current activities underscores the need for 1) identifying good practices, particularly those which are effective in schools and communities with large numbers of disadvantaged children and families; and 2) training state education agency (SEA) staff in those practices so they may stimulate and support school/family partnership efforts at the local level. Schools will need to reposition themselves with respect to the family to bring about sustained improvement in student achievement—improvement that comes about only with real home-school collaboration and cooperation. Often this repositioning will mean that staff will function in less traditional ways.

Implications for Staff Training

While public schools have traditionally been unsuccessful in involving the families of children at greatest risk of school failure in school-family activities, new approaches are needed to engage all families in partnerships with schools to improve the environments where their children live and learn. This requires new competencies and commitments of educators (at all levels) and families. Epstein (1987) recommends formalizing methods of training teachers to work with families as partners, providing ways for families to help each other, and providing learning activities that families can use with their children.

Specifically, many teachers of at-risk students need help in initiating strong school-parent programs because: 1) they are seldom trained to do so, and 2) many tend to have little understanding of the characteristics, needs and strengths of their children's families. Teachers are increasingly expected to develop skills for working with families and leadership in working with advisory groups in addition to their traditional teaching role. However, teachers and administrators have received little direction and training in enhancing family involvement in the education process.

David Williams and Nancy Chavkin of the Southwest Educational Development Laboratory have developed recommendations and research-based guidelines and strategies for parent involvement through teacher training. Their work grew from the realization that no preservice and inservice training materials existed for elementary teachers that were "research-based, systematized theoretically, logically sequenced, and accompanied by specific methods of teaching parent involvement to teachers." (Williams and Chavkin, 1986, p. 4) Moreover, they found that few of these kinds of materials were available to teacher trainers on a widespread basis, and that few were research/theory based or developed from the perspectives of key parent-involvement stakeholder groups.

Among the key recommendations Williams and Chavkin have set forth for **preservice training** are to:

- provide information on various models of involvement with knowledge about potential costs and benefits to be derived from each model; and
- present family involvement information as a necessary complement of the coursework, not an optional interest area.

Among the recommendations for **inservice training** are to:

- help teachers discover how working with families has the potential to improve their work, how to develop better relationships with parents, and how to develop community support for schools; and
- focus on teachers' attitudes and motivations to begin working with families, then move on to knowledge and then to actually devloping requisite skills. This sequence implies that training will consist of a series of workshops rather than one-shot sessions.

Among the recommendations for **improving involvement in schools** are to:

- include principals and other administrators in training since they often set the rules and policies in the schools;
- develop formal district policies that clearly spell out the commitment to family involvement;
- view all involvement training in a developmental sequence from the perspectives of teachers and families, e.g. increasing audience involvement is simpler and requires different skills than involvement as home tutors; and
- establish program activities with families as equal partners in the education process.

State Activities Supporting Families and Schools

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State Activities Supporting Families and Schools

An informal phone survey of SEAs conducted in the summer of 1989 by CCSSO documented a range of actions in the states on family support, education and involvement. A catalog of these state efforts is listed in Appendix A. Many of these efforts complement federal programs and their family support, education and involvement provisions (e.g., Head Start, Even Start, Chapter 1). Many of these efforts, however, go beyond a categorical approach to helping the child once problems are manifested to a family-centered case management approach involving the child and the family, the school and other service providers.

Many state efforts center on helping young and at-risk families improve their role as the child's first teacher and provide early childhood services, parenting education and support (e.g., **Arkansas, California, Colorado, Connecticut, District of Columbia, Florida, Hawaii, Illinois, Kansas, Louisiana, Massachusetts, Minnesota, Missouri, New Jersey, North Carolina, Ohio, Texas**). In support of this focus, several states have developed coordinated service approaches through family centers and have set in place a range of activities to implement and advance their policies.

For example:

- **Connecticut** has put in place Parent Education and Support Centers aimed at preventing an array of childhood and adolescent problems by supporting families and strengthening the capacity of parents to implement effective home management practices. Services provided at the Centers include: education, support, information and referral, technical assistance, training, consultation and child care. Additionally, a Young Parents Program assists local and regional districts in developing education programs for young parents with day care components in school settings. This matching grant program implemented by the state education agency (SEA) requires interagency cooperation for systematic support of the health, education, counseling and day care services needs of the young parents and their children.

- **Hawaii's** Parent Community Networking Centers work to build trust, community networks and personal relationships through family education, involvement and networks in the schools. Programs for parents vary based on community needs and include family education classes, problem-solving courses, family excursions, single-parent support groups, adult literacy programs and parents serving as resource people in the schools.

- In addition to instituting Family Support Centers throughout the state to provide community-based support to teen parents or mates and relatives of teen parents, **Maryland** is in the process of redefining a delivery system to children and families with special needs. The new Office for Children and Youth brings together the Departments of Education, Health and Mental Hygiene, Human Resources, and Juvenile Services in order to address these needs in a coordinated fashion.

  The SEA also provides leadership in home-school cooperation efforts in early learning programs and has developed a plan for coordinating the efforts of educators and programs within the Department for advancing parental involvement.

- **Minnesota** has a statewide legislated program, Early Childhood and Family Education, to strengthen families by supporting parents in their efforts in raising children. Additionally, the state has put in place legislation and a range of programs to encourage and enable pregnant and parenting minors to continue in school by tying school attendance to AFDC grants to custodial minor parents and providing a range of services such as parent education, planning, transportation to day care and school, and child care support.

- **Missouri** has a statutory mandate to provide parent education and family support services in every school district. The Parents as Teachers Program is designed to enhance child development and scholastic performance by reaching out to families before a child is born. All parents with children 0-3 years of age are eligible for services.

Some states are beginning to replicate the successes of well-documented programs in other states. The **Missouri** Parents as Teachers model is being tried in **Kansas** and **Louisiana**.

Other states see the value of family education and involvement to support the success of older children and have also developed programs addressing the needs of specific groups of parents. At-risk families such as the mentally retarded, those lacking basic skills, and those at high risk of child abuse are targeted in **Iowa**. **Arkansas** and **Ohio** have designed programs for low-literacy parents and those in economically depressed areas, respectively. Hispanic parents have been targeted for programs in **Michigan** and **New Mexico. Alabama, Delaware, New Hampshire, North Dakota,** and **West Virginia** have made special efforts involving parents of exceptional children. **Colorado, Maryland, Massachusetts, Rhode Island** and **Texas** have designed programs for parents of dropouts or potential dropouts. **Arkansas'** Prevention Partnership uses the Cities in Schools model (see Appendix C) to deliver educational (remediation for college and vocational preparation) and social services to at-risk students (pre-school through twelfth grade) and their families.

Some states are helping families learn how to better access the education system. **Arkansas** provides support to families to help improve their understanding of the education system, including how to work with principals and teachers and how to ensure that their children can take full advantage of educational offerings. **Idaho** trains parents in how to negotiate solutions to conflicts with teachers, school administrators and school trustees. In **Minnesota**, parents are being instructed in the elements of choice so that they can make informed decisions about schools and programs for their children.

The general school population is the focus of family-related activities in **Alabama**, **Connecticut**, and **West Virginia**. **Alaska's** Education for Parenting program is designed to teach parenting and caring skills to children in grades K-8. **Connecticut's** Young Parent Program not only serves adolescent parents but also provides non-parent students with opportunities to acquire information on child development, parenting and day care. **West Virginia** will soon implement a parenting curriculum in the secondary schools.

Several states are developing an infrastructure supportive of enhanced family involvement in the schools. **California** has developed a policy recognizing that schools and parents must work as knowledgeable partners and requiring schools to develop comprehensive programs of parent involvement. In **Pennsylvania**, Support the Home Team is a multifaceted approach to: support families in how to reinforce what children are learning in school; provide parent effectiveness training for teen parents and for single-parent homemaker programs; provide inservice training for teachers and administrators; make parent involvement a part of the curriculum of teacher preparation programs; and undertake significant research efforts into effective family involvement practices. **Massachusetts** has conducted a systematic review of all state mandates for family involvement, and is developing strategy guides for serving and involving hard-to-reach parents by collaborating with community-based organizations and infusing parent outreach strategies into the guidelines and technical assistance activities of state education programs.

Tennessee's statewide Parent Involvement Initiative establishes diverse model parent-involvement programs, provides funding for the formation of teams from local school systems to visit model programs, and makes seed grants to local systems for program replica-

tion. A state Partners in Education Steering Committee has been formed to develop and maintain an alliance of partnership programs. Among the standards for accrediting public schools in **Virginia** is the requirement that each school have in effect a written plan that promotes interaction with the community and that fosters mutual understanding in providing a quality educational program.

Wisconsin's Statewide Advisory Committee on the Year of the Family in Education put forth a number of recommendations to local boards of education, the State Department of Public Instruction, and the legislature for a comprehensive program of family involvement. In the **District of Columbia,** a recent systemwide reorganization, coupled with the movement toward a strong school-based management model has changed the Volunteer Services and Training Branch to a unit which incorporates direct parent involvement. The new focus is to: 1) develop a comprehensive strategy for increasing parental involvement in their children's educational process; 2) maintain and enhance overall community involvement in public education; and 3) establish guidelines and appropriate assistance to schools in the development and maintenance of effective community relations models.

Leadership, technical assistance, publications and grants to local districts and schools are among the strategies employed by states to help districts and schools plan and implement family programs. The **Arizona** State Education Department provides annual seminars at the request of school principals on planning for parent involvement (for administrators, teachers and Parent Advisory Councils), parent-teacher communication (for parents and teachers), and how to help your child learn (for parents). **California** is publicizing its commitment to parent involvement in the schools, identifying promising programs and practices, targeting funds for development of programs, demonstration projects and evaluations, and providing technical assistance to districts and schools.

New Jersey's Partners in Learning program is designed to increase levels of awareness and participation among parents and school staff in supporting student achievement. Elementary schools compete for grants to develop new programs or strengthen existing practices for increased parent involvement. **Ohio's** Training Parents for Success is a statewide effort to provide materials and trainers to all school districts and to develop a statewide network of trainers to support a successful parenting program. In **Pennsylvania**, the Office for Family provides teacher inservice programs upon request by schools statewide. Recently the **Texas** Legislature passed several bills that provide for greater parent involvement. Among these is funding for pilot parent-involvement and education programs and providing guidelines for schools in establishing parental involvement programs. The **Virgin Islands** recently created two home-school coordinator positions to increase family involvement in school activities.

In many states, plans for school improvement include significant family involvement requirements. **Alabama's** Plan for Excellence directs local school systems to develop plans to: involve individual parents in the education of their children; establish plans to draw the school and parent together; and foster parental participation in in-school activities, on advisory committees, in volunteer programs, career education, extracurricular activities and related programs. In the **Illinois** Network of Accelerated Schools, parents or guardians of participating students are asked to affirm an agreement that clarifies the goals of the accelerated school and the obligations of parents, students and school staff. Among the goals of **Indiana's** A+ Program is to reach out to parents and draw them into the educational process. Among the educational initiatives in **South Carolina's** "Target 2000: School Reform for the Next Decade" are provisions for parenting classes, adult education and seminars to families with children from birth to age five. In **New York,** the Community Schools Program is one of the Board of Regents pilot initiatives to bring about school reform and community renewal by addressing the out-of-school socioeconomic conditions which are often at the root of poor academic performance.

V. Summary and Conclusions

The state activities and policies illustrated in the previous section indicate the commitment among state education and other agencies to family support, education and involvement. Many of the programs cited are well-established or replications of well-established programs in other states or federal programs. Many efforts have been implemented only after a process of dialogue with researchers, experts, families, school staff and communities. These efforts evidence the strength of the movement toward the inclusion of the family on the public policy agenda. These efforts support a bridge between schools and families. With efforts in process to build mechanisms for strong family program capabilities at the state, local and school levels and with legislative and practical incentives for agencies to coordinate their focuses, the family is acquiring a pivotal role in the key issues affecting schools and children.

Appendix A

Catalog of State Activiities in Family Support, Education and Involvement

Alabama

Parent involvement is a key component of the state's Community Education program in the 50 local programs funded through the state. The SEA's Community Education Office provides technical assistance to these programs, many of which have a focus relating to increasing volunteers in the schools, developing programs of home visits, improving home-school communication and parent-teacher conferences, and increasing business-industry support.

Alabama's **Plan for Excellence** is the statewide blueprint for improving public education in Alabama. A significant segment of the plan addresses parent involvement and directs local school systems to develop plans to involve individual parents in the education of their children, establish and implement plans to draw the school and parent together, and to foster parental participation in in-school activities, on advisory committees, in volunteer programs, career education, extracurricular activities and related programs.

The needs of parents of exceptional children are also being addressed. A parent guide on referral, processing, evaluation and due process as well as services specialists and containing a toll free number has been developed and widely disseminated. Also a parent training manual is being developed.

Alaska

The state continues its interagency efforts to provide comprehensive services for young children ages 0-8 including strong components for parent and family involvement. The foundation of the Alaska Parenting Model is built upon respect for the ability of parents and family members to judge their own needs and to know what they want to learn. This leads to a parent-centered curriculum where parents take responsibility for planning and directing appropriate activities.

Additionally, the SEA is implementing a pilot project, **Education for Parenting**, to teach parenting and caring skills to children K-8 grades. State activities in school restructuring efforts in six districts also have strong parent components.

Arizona

The SEA provides annual seminars at the request of school principals on: "Planning for Parent Involvement" for administrators, teachers and Parent Advisory Councils; "Parent-Teacher Communication" for parents and teachers; and "How to Help Your Child Learn" for parents. The seminars are each two hours long and the participants receive a handbook of materials.

Arkansas

The **Home Instruction Program for Preschool Youngsters (HIPPY)** is designed to provide training to parents in the education of their child in the home environment in order to better prepare disadvantaged children for successful beginnings in the public schools. Parents are taught to work with their children 15 minutes a day, five days a week, 30 weeks a year for two years.

Cities in Schools/Communities in Schools (CIS) is a national program known in Arkansas as the Arkansas Prevention Partnership. The program delivers educational (remediation for college and vocational preparation) and social services to students (pre-school through twelth grade) and their families. The program assists local school districts, local government Quorum Courts, human service providers, private sector organizations, state government agencies,

business, and industry in developing a school-based integrated human service delivery system. School, community agency personnel, volunteers and mentors are managed in such a way as to maximize propinquity, staff coordination and programmatic excellence to solve chronic problems at their earliest possible stages.

The Arkansas Prevention Partnership project is committed to: 1) the earliest possible identification of need in at-risk children, adolescents and parents; 2) comprehensive coordination between service providers, educators and families; 3) personalism, i.e., the face to face regular contact that keeps students from being lost in dehumanizing data and paperwork; and 4) continuity in follow through activities until the problems of at-risk students are solved.

Arkansas Parents: Partners in Learning Experiences (APPLE) provides down-to-earth, basic tools parents can use to improve communication with their child's teacher and to help their child in school. APPLE is available statewide in local schools from the Arkansas Department of Education. APPLE includes a television series aired weekly on the Educational Television Network; meetings in the community school where people trained in this area will further help parents close the gap between school and home; and training guides, brochures and other literature to supplement the television and school meeting training.

California

The California State Board of Education has developed a policy recognizing that schools and parents must work as knowledgeable partners and requiring schools to develop comprehensive programs of parent involvement. The purpose of these programs is to: help parents develop parenting skills and foster conditions at home that support children's efforts in learning; provide parents with the knowledge of techniques designed to assist children in learning at home; provide access to and coordinate community and support services for children and families; promote clear two-way communication between the school and the family as to school programs and children's progress; involve parents, after appropriate training, in instructional and support roles at the school; and support parents as decision makers and develop their leadership in governance, advisory, and advocacy roles.

In support of this effort, the State Board supports the SEA by: publicizing its commitment to parent involvement in the schools; identifying promising programs and practices; targeting funds for the development of programs, demonstration projects, and evaluations; providing school districts and schools with technical assistance and support to develop effective parent involvement programs; incorporating specific criteria for effective parent involvement strategies into the Department's program quality review; and providing continuing follow-up and evaluation of the effects of the Department's statewide initiative.

Additionally a number of programs in the SEA support parent education. In the Child Development Division, parent education is a component of all programs such as General Child Care, School-Age Parents and Infant Development, School Age-Community Child Care, and Latch Key Resource and Referral.

Quality Education Project (QEP) is a not-for-profit corporation founded in 1982 to mobilize public and parental support for education. The Project's goal is to provide a system for involving parents, teachers, school administrators, and the general community in partnerships which will have a positive impact on student success. QEP is based on the assumption that all parents love their children and want the best possible education for them.

QEP does the following in a school or district:

- Conducts an assessment of the district's needs.
- Develops a parent involvement plan tailored to each school's needs.
- Provides effective hands-on material and personal consulting assistance and training for principals, teachers, parents and district office staff as necessary to implement the QEP plan.
- Assists with the support and strategies necessary for successful program implementation.
- Works with business, medical, and religious communities to build rapport and develop support for the schools.

Colorado

Recent legislation has initiated a state pilot preschool program for 2000 at-risk children. The legislation mandates representation of parents on district preschool program advisory councils, home visits by preschool teachers, and teaching activities in the home between each pupil and the pupil's parent. The SEA must develop guidelines for participating districts to follow in establishing the responsibilities of parents in the district preschool program. No child can be accepted in the district preschool program unless one or both of the parents agree to assume these responsibilities.

Part 2 of the School Finance Act of 1988 mandates new requirements for accountability of the long-range planning for educational improvement which involves the total community. Each school building must establish an Advisory Accountability Committee (which includes parents) to define individual building goals and plans in keeping with state and local board objectives of improving graduation rates, attendance rates and student achievement. The SEA is holding workshops for district teams, including parents, to train them in the process of planning and accountability.

Since 1979, the SEA has sponsored regional workshops for parents of exceptional children and administrators to help develop a parent network throughout the state to provide support and information. More than 3,000 parents and professionals have participated in one or more of the "Parents Encouraging Parents" (PEP) Conferences, which are planned and conducted by a team of parents of children with disabilities, teachers and administrators.

A dropout prevention program funded through the Educational Quality Act of 1985 funded nine school district projects many of which had parent involvement components (e.g., one project, A Suspension Alternative Program, provided students with a place to continue their academic work while suspended and involved community agencies and the students' parents.)

Connecticut

Family Resource Centers are comprehensive, integrated, community-based systems of family support and child development services located in school buildings. Operated by early childhood specialists, Family Resource Centers establish, within the community, a full continuum of early childhood services which encourages the optimal development of children and families. Beginning with new and expectant parents, Family Resource Centers provide a coordinated local service structure through which families access parent education, parent training, family support, infant/toddler, preschool and school-age child care services, and family day care homes. Support and training for family day care home providers and teen pregnancy prevention services are also provided. The system of services encourages the best possible start for all children and families living in the community or neighborhood served by the Family Resource Center.

Parent Education and Support Centers are prevention programs aimed at preventing an array of childhood and adolescent problems (e.g., delinquency, child abuse and neglect, substance abuse, teenage pregnancy) by supporting families and strengthening the capacity of parents to implement effective family management practices. Each of the ten Centers funded in Connecticut must provide services in each of the following four required service categories: Parent Education and Training; Parent Support; Information and Referral; and Technical Assistance, Training and Consultation. In addition each Center must provide child care, include specific services for fathers and establish a Parent Advisory Board. The program is implemented by the Department of Children and Youth Services.

Young Parents Program. The purpose of the program is to assist local and regional school districts to design, develop and implement education programs for young parents with day care components in a school setting. It provides an opportunity to ensure that young mothers and fathers have access to a suitable educational program while fulfilling their obligations to their child; to assist young parents to acquire parenting skills and information on child development which will increase their competency as parents; to provide a continuity of care for the infants and thus an opportunity for early intervention for these high risk babies; and to provide non-parent students with an opportunity to acquire information on child development, parenting and day care. This matching grant program implemented by the State Education Department to local and regional school districts requires a commitment to establish interagency cooperation. This affords the opportunity for a more systematic support for the health, educational, counseling and day care services needs of the young parents and their children. The program allows for a diversity of locally designed options to be eligible for funding.

Delaware

With the goal of increasing access to vocational education for at-risk populations, the state plan for vocational education requires that schools which conduct occupational training programs provide a description of those programs and eligibility requirements for entrance into those programs to handicapped and academically and economically disadvantaged students and their parents. A program has been developed for parents of 8th graders regarding vocational/technical options in high school. Parents of disabled students are to participate in the development of a vocational education program when appropriate as determined by the Individualized Education Plan.

Department of Defense Dependents Schools

The DOD Schools have developed a videotape, a facilitator's guide, and a participant's workbook for parents on School Advisory Committees.

District of Columbia

Parent education is a very important part of early childhood programming. Both Head Start and the D.C. Public Schools' Infant Program mandate parent education/involvement. Early childhood staff in the prekindergarten and kindergarten programs conference with parents, provide monthly instructional activities to be carried out at home, and hold parent-training workshops.

In 1978, the Volunteer Services and Training Branch was established to supplement direct services to students, teachers and administrators through the increased utilization of community volunteers. The Branch operated in a program response mode; creating new volunteer programs to respond to either systemwide priorities or community interest. The responsibility for program maintenance and concurrent support remained with the Central Office and marginal responsibility for volunteer recruitment, volunteer recognition, program evaluation and reporting was placed at local schools. As a result few schools developed the capacity to establish and maintain community-involvement efforts that directly relate to their mission and goals.

A recent systemwide reorganization, coupled with the movement toward a strong school-based management model has mandated the restructuring of the previous operations of the Volunteer Services and Training Branch to incorporate direct parent involvement in order to: 1) develop a comprehensive strategy for increasing parental involvement in their children's educational process; 2) maintain and enhance overall community involvement in public education; and 3) establish guidelines and appropriate assistance to schools in the development and maintenance of effective community relations models. The new goal toward enhancing community relations creates a need for well-trained, prepared technical assistance representatives to provide supports to local administrators and staff.

Florida

New early childhood legislation emphasizes family education and involvement in their child's educational progress, and requires prekindergarten early intervention programs to build upon existing services, work in cooperation with other programs for young children and to coordinate procedures such as contracting, collocation, mainstreaming and cooperative funding with Head Start, public and private providers of day care, handicapped student preschool programs, programs for migrant children, Chapter 1, subsidized day care, adult literacy programs, and other services.

Additionally a prekindergarten leadership conference on parent involvement and parent education was held recently for professionals. Special education, Chapter I and Migrant Education also continue efforts in parent involvement and education.

Georgia

During the 1988 Legislative session, the General Assembly passed the Community Education and Development Act. When it is funded the Georgia Department of Community Affairs will administer the program of community education and development grants to boards of education for activities such as helping individuals and communities augment traditional educational programs through identifying and addressing common problems (e.g., unemployment, adult illiteracy, vocational training, teenage pregnancy and drug abuse) and utilizing the resources of the local school system.

Hawaii

Hawaii's **Parent Community Networking Centers** were designed to build trust, community networks and personal relationships through family education, involvement and networks in the schools. Programs for parents vary based on community needs and include family education classes, problem-solving courses, family excursions, single-parent support groups, adult literacy programs and parents serving as resource people in the schools.

The Parent Line is a telephone warm line service of the Parent Information Project and is a free source of information for parents and other concerned individuals who have questions regarding children. The Parent Line professionals respect the value of parents' concerns and culture, and work with the parents to clarify the nature of the problem and, as appropriate, provide information about: children's social, emotional, intellectual, and physical development; problem solving and positive parenting techniques; and community resources. The Parent Line intends to reduce the potential for child abuse and neglect by assisting parents and other caregivers in coping with the stresses of parenting and by linking parents with community resources.

Teddy Bear Post is a quarterly mental health newsletter for parents of children from 2-6 years of age. It focuses on social, emotional, behavioral, developmental and everyday interests, concerns and problems of young children. Goals are to increase parents' knowledge and feelings of competence, and to reduce anxiety of parenting and potential for child abuse.

Keiki 'O Hawaii is a series of newsletters especially designed to give first-time parents information on their child's social, emotional and physical development. It also includes information on nutrition, health, safety and guidance. The series was written to ease the transition to parenthood, to help new parents care for their babies confidently and effectively and to encourage new parents to acknowledge their own feelings and needs. Keiki 'O Hawaii is a joint project of the Cooperative Extension Service, University of Hawaii and the Children's Mental Health Services Branch, Department of Health.

Idaho

The State Department of Education and the Office of the State Board of Education have collaboratively produced and distributed **Preparing for the Future,** a reference file and planning kit distributed to parents of all 9-12 grade students. Intended to raise parents' awareness of their children's school performance and progress, career goals, personal development, and school resources, the large envelope allows parents to keep all school-related records in one place. Printed on the outside of the envelope are high school graduation requirements, year-by-year grade-level activities to help students with long-term planning, and "check-lists" to guide parents as they help their children with career planning and exploration, educational and vocational development, and personal growth. The cover letter and envelope information are also available in Spanish to serve Idaho's Hispanic Parents.

The **Idaho Comprehensive Guidance and Counseling Program Model** developed by the State Department of Education and the Idaho Division of Vocational Education stresses the "responsive services" aspect of school counseling, including consultation and personal and crisis counseling involving all members of a family. The model will be piloted in school districts during the 1990-91 school year.

The State Department of Education has provided staff support for a third statewide conference on alternative dispute resolution that includes a component to train parents how to negotiate solutions to conflicts with teachers, school administrators, and the school trustees.

Originally begun by Boise State University, the **Parent Education Center** is now a United Way agency subsidized in part by the state's largest school district. It organizes parent study groups and offers family counseling at a low cost to adolescent parents, troubled families, and others. Several school districts offer parenting courses to pregnant teens. Effective in 1989-90, the Idaho Legislature earmarked funds to support alternative schools to students at risk of dropping out of school; to qualify for state support, such programs are encouraged to include instruction on parenting skills and to offer day care when those enrolled are already parents.

Illinois

The state prekindergarten program mandates parent education and follows the Head Start model.

The **Teenage Single Parent Initiative** is a collaborative effort between the Illinois State Board of Education and three organizations already active in working with teenage parents: Parents Too Soon, Ounce of Prevention Fund, and The Illinois Caucus on Teenage Pregnancy. Under this initiative, nine pilot sites are funded to address the education and employment needs of teenage single parents. Parenting education is an important component at all of these service sites.

The state has developed a network of accelerated schools designed to address the needs of at-risk students by minimizing the intervention of traditional pull-out programs and using other strategies designed to accelerate the learning of students in the regular classroom. All parents or guardians of participating students are asked to affirm an agreement that clarifies the goals of the accelerated school and the obligations of parents, students and school staff. Parents are given opportunities to interact with the school program and to receive training for providing active assistance to their children including the academic skills necessary to understand what the child is doing. Efforts are being made to work closely with agencies offering adult basic education to provide the parental foundation.

Indiana

In 1987 the **A+ Program for Educational Excellence** was implemented in the state. Among the many goals of the A+ Program is to reach out to parents and draw them into the educational process. The program created the Committee on Educational Attitudes, Student Motivation, and Parental Involvement as an integral part of its plan for excellence in education. The leadership and support provided by this committee have enabled schools across the state to develop their own individualized programs, each uniquely suited to the needs of students, parents, and teachers within that school or corporation. With a $250,000 appropriation, competitive mini-grants ($1,000) were made to school districts for improving parental involvement and increasing student motivation. Larger grants ($12,000) went to school districts for initiating parental involvement and increasing student motivation. Six regional conferences were held and learning goal brochures were developed for parents by grade level. A collection of exemplary efforts, "What's Working in Indiana" has recently been published.

Iowa

The goal of a **Parent Education Program** for at-risk parents (mentally retarded, lacking basic skills, lacking parenting skills, decisionmaking and problem-solving skills, and high risk for child neglect/abuse) of infants, preschool and elementary-age children is to provide a healthful, nurturing home environment. The focus is on parent-child interaction, developing skills to enable parents to help children interact at age-appropriate levels and to help with school readiness. Parents develop skills in helping with motor, mental and emotional growth and learn to assume a supportive role for the school. A Human Growth and Development Guide to Curriculum Development has recently been distributed to districts in the state.

Kansas

Kansas is implementing the **Missouri Parents as Teachers (PAT)** model. The Kansas version is an adult education program for parents who have children between the ages of one and three. Its goals are to: provide knowledge to parents about normal child development and effective parenting practices; inform parents about the development status of their children; secure and maintain community awareness and support for PAT; and conduct an annual evaluation of the program and its components. The program was piloted at five locations in Kansas by the Kansas Child Abuse Prevention Council with funding from Ronald McDonald's Children's Charities. Additional programs have been developed with the 1989-90 school year being the first year programs have been operated through the local school districts. The Division of Consumer and Homemaking Education with funds from the Carl Perkins Vocational Education Act is funding six programs through home economics departments during the 1989-1990 school year.

Kentucky

The **Parent and Child Education,** or **PACE**, is a literacy project which uses state funds to serve both parents and children in public schools. The project allows illiterate parents and their preschool children to go to school together. PACE is provided within the context of an adult literacy program in the public schools. At present 18 school districts participate in the program.

The **Kentucky Integrated Delivery System (KIDS)** is a collaborative effort between the Cabinet for Human Resources and the Kentucky Department of Education. The KIDS program does not provide any new or expanded services to children. Rather, the intent is to minimize the negative affect personal and family problems might have on a child's learning by better integrating existing services provided to that child by school and agency personnel. Schools and participating agencies are expected to implement within existing resources. Once the feasibility of on-site collaboration between schools and human service agencies is firmly established, a determination will be made as to any new or additional services which can be appropriately delivered through this integrated delivery system.

School responsibilities include:

- provide office space for agency personnel at selected school sites mutually agreed upon;
- train relevant school personnel in the procedures for collaboration agreed upon between the school and each participating service agency;
- share school information with agency personnel within limits set for confidentiality of school and human service records and information;
- designate a staff person to be responsible for administering the interagency agreement on behalf of the participating school site(s);
- participate in a state-level evaluation program designed to assess the program's implementation and impact on students; and
- make teachers and other professional school staff available to collaborate in the planning and evaluation of treatment programs for mutual clients.

Louisiana

The **Parent Education Program for Parents of At-Risk Children** ages birth to four is being piloted in four districts this year. The program is an adaptation of the Missouri Parents as Teachers Program and involves developmental screening for children, home visits, and group meetings of parents. The project is being funded at a level of $300,000 with 8G oil production revenues.

Maine

The **Early Childhood and Family Education** project provides for the creation of seven regional sites to demonstrate effective models to ensure school success for all children, based on a coordinated effort between the community and the local school. The sites will act as a resource for preservice and inservice staff training, as a source of information for early childhood/elementary educators and parents, and as demonstration sites for school districts interested in starting such programs. A major focus of this initiative will be to effectively coordinate with existing early childhood programs and services.

Each site will be under the direction of a community resource team composed of representatives from local schools, Head Start, the local preschool handicapped coordinator, private/public child care providers, health care professionals, parents, the business community and state agencies.

Maryland

In 1989, with a total budget of over $2 million, the Department of Human Resources established Family Support Centers in 11 sites providing services to more than 3,000 individuals. The purpose of the Centers is to provide community-based support services to teen parents or mates and relatives of teen parents to: 1) prevent unwanted pregnancies among adolescents; 2) assist adolescent parents to become better parents; 3) assure the healthy growth and development of children of adolescent parents; and 4) help adolescent parents complete school and prepare for employment. A core of services is provided including: parenting skills; health care and family planning; assessment and diagnostic services for parent and child; peer support activities; educational opportunities including GED; and job preparation and skill development to prepare for employment.

The state is in the process of redefining a delivery system to children and families with special needs. The Governor's new Office for Children and Youth brings together the Departments of Education, Health and Mental Hygiene, Human Resources and Juvenile Services in order to address these needs in a comprehensive fashion. The state is also piloting a program in Prince George's County funded through the Casey Foundation to provide comprehensive and coordinated services to families in need.

The Governor's Office for Children and Youth is implementing a project to enhance parenting skills from conception to school entry. The Office has developed "So There's A New Baby in Your Family," the first in a series of parent-education handbooks designed to be supportive of parents and to promote the health, growth and development of Maryland's children. These publications are easy to read (geared to the 4th or 5th grade reading level) and address a broad range of parent concerns.

The Maryland State Department of Education has encouraged schools to assign priority to the continuous refinement and implementation of home-school cooperation efforts in early learning programs. The publication, "A Process for Assuring Home-School Cooperation in Early Learning Programs," delineates a process designed to help schools assess the current type, level, and quality of their home-school cooperation efforts.

The Bureau of Educational Development set up the Bureau of Parental Involvement Task Force to: 1) identify and review all current objectives, activities, and materials within the Bureau related to parent involvement; and 2) prepare a plan for expanding and coordinating existing efforts in a Bureau context. The Action Plan for Advancing Parent Involvement describes the role of educators in the parental arena and the mission, goals and definitions to guide the collaborative efforts of the Bureau.

Maryland's Tomorrow was established as a dropout prevention program funded with state and federal JTPA money that provides comprehensive, year-round instruction and support to help underachieving youth meet academic expectations, attain high school credentials, and enter employment and/or further schooling. The **Promising Practices Grant Program** provides incentive funds to encourage local programs to design and implement demonstration projects which might be replicated by other Maryland's Tomorrow projects. Among promising practices priorities are developing and testing strategies for increasing parent involvement that focus on informing parents about the program, the school, and their child's progress and accomplishments; identifying

activities within the curriculum that provide opportunities for linking home and school; encouraging parents to set a time and place for the completion of homework; involving parents as guest speakers, volunteer mentors or tutors, and internship sponsors; providing parent awareness and learning opportunities through seminars, discussions and support groups; and involving parents as advisors in the planning, development, implementation, operation, and evaluation of parent involvement efforts.

Massachusetts

The state is in its second year of a three-year initiative to coordinate and strengthen its state education agency's mandates and support for family involvement in education, with a special focus on under served and underrepresented parents. Activities and accomplishments in the first year (1988-89) included: a systematic review of all state education mandates for family involvement, a statewide survey of parent involvement practices in the local education agencies (LEAs), a handbook and set of fact sheets on parent involvement, statewide conferences on home-school collaboration and working meetings with parent outreach practitioners from over 50 LEAs.

Activities in the second year (1989-90) will include: the development and dissemination of a strategies guide for serving and involving hard-to-reach parents through collaboration with other community based organizations, four pilot projects modelling different approaches to parent outreach and education through collaboration between schools and other community agencies; and the infusion of parent outreach strategies into the guidelines and technical assistance activities of state education programs.

Family involvement and support is also a key component of the state's two major intervention programs targeted on at-risk students. The **Chapter 188 Early Childhood Program** requires each grant recipient to involve parents in decisionmaking and other program activities, including parent-education experiences. In 1988, the **Chapter 188 Dropout Prevention Program** funded two teen parenting programs serving parenting teens and their infants and toddlers.

Michigan

Both the federal Chapter 1 program and the state **Article 3 Program** include required parental involvement activities. The Article 3 program funds projects in 200 districts and requires parent involvement for project planning and evaluation and a parent majority in the planning group.

One strategy of Michigan's **Hispanic Dropout Prevention Program** is a parent training program geared toward three aspects of parental development—accessing information, taking advantage of community resources, and parenting techniques.

Minnesota

The goal of the **Early Childhood Family Education (ECFE)** program is to strengthen families by supporting parents in their efforts in raising children. The program offers child development information and alternative parenting techniques, fosters effective communication between parents and their children, supplements the discovery and learning experiences of children, and promotes positive parental attitudes throughout their children's school years. ECFE was operated on a pilot basis for 10 years through competitive grants to local school districts by the Council on Quality Education of the State Department of Education. In 1984 it was legislated for voluntary statewide implementation. In FY 1988 the program served 62,000 families and was funded with $7.54 million in state aid and $10.7 million in property tax revenues. Local districts may also charge participants reasonable fees but must waive fees for those

unable to pay. In FY 1988 there were 310 programs. In FY 1990, the program is being implemented by 340 districts, encompassing 96 percent of the state's eligible population.

All children and parents of children from birth to kindergarten age are eligible. Special efforts are made to involve low-income families and those experiencing stress. State statute requires substantive parental involvement and parents comprise the majority of members of required local advisory councils. Services include weekly classes for children held simultaneously with a parent class. Services may also include home visits for outreach and education/support, access to toys and books, special events, newsletters and sibling care.

Early Childhood Screening. This is a developmental and health screening program aimed at three-year olds wherein barriers to school readiness are identified and referrals are made to reduce problems. This program provides feedback to parents who then choose among available health and educational preschool programs to meet the needs of young children.

Education for Pregnant Minors and Minor Parents. School districts must make available an educational program to enable pregnant minors and minor custodial parents to complete high school. The program must use appropriate community services and must recognize individual needs and parental responsibilities. If a youth receives social services or employment/training services, the district must develop the individual's educational program in consultation with the providers of these services.

Mandatory School Attendance for AFDC Young Parents. All custodial parents through age 19 who do not have a high school diploma or equivalent must attend an educational program leading to a high school diploma or certain other educational options. Failure to comply results in the grant being put into a third-party receivership. School districts are required to report attendance to county social services.

Adolescent Parent Planning. Minor parents are required to plan for themselves and their children. The plan must consider education, parenting skills, health care, living arrangements, economic self-sufficiency, and services needed to alleviate personal problems. The county social service agency is required to assist in development of the plan. Any adolescent parent or pregnant adolescent may request help in developing a plan.

Transportation Aid for Adolescent Parents. School districts are legally permitted to provide transportation for custodial parents and their children between home, day care and school according to criteria established by the local school board. Regular transportation funding is available for such transportation if it is within the attendance area of the school. For alternative programs, transportation may be provided across district lines from participating districts.

Child Care Funds. Adolescent parents who are in high school or wish to return to school may be eligible for child care funding on a sliding scale basis. This funding is handled through county social service agencies. Child care can be provided by the school (with accrued child care fees from parents and the state child care funding program) or by other providers. Families using school age child care services may be eligible for sliding scale child care funding also.

Extended Day/School-Age Child Care Programs. Local school boards are authorized to establish extended day programs for children from kindergarten through grade six when school is not in session. Special features of the legislation include the involvement of parents in the design and direction of the programs and partnerships with public, private and non-profit groups.

Minnesota Student Survey. Over 400 school districts voluntarily took part in a survey of 6th, 9th and 12th graders (over 90,000) youth as part of a drug-abuse prevention evaluation. Baseline data were collected on various behaviors and attitudes that relate to learning. Family issues were included and correlates of risk behavior were analyzed. The survey will be repeated every three years. Information is being used as a basis for planning by education systems and other systems that impact families.

Choice Programs. Several state policies provide the opportunities for families and individuals to choose the type and location of the educational program to attend. In order to make informed choices, families are provided extensive information in assessing how their child learns, how to find out about schools, how to conduct a school visit, and what factors (distance, transportation, fees, child care arrangements, etc.) to keep in mind in selecting a school.

Missouri

Missouri has a statutory mandate to provide parent education and family support services in every school district. The **Parents as Teachers (PAT) Program** is designed to enhance child development and scholastic performance by reaching out to families before a child is born. All parents with children 0-3 years of age are eligible for services. Special efforts are made to enroll parents of newborns and at-risk families. In FY 1988 PAT served 53,000 families with a budget of over $11 million in state funds.

The program, which is implemented by the State Department of Education through local districts, provides information and educational guidance to enhance the child's physical, social and intellectual development, and attempts to reduce stress and enhance the pleasures of parenting and to reduce the need for remediation and special education services. Trained parent educators make monthly visits to the families of young children and demonstrate age-appropriate activities and help set up services with appropriate agencies as needed by the families.

Nebraska

Two years ago the Legislature enacted the Family Policy Act which mandates that agencies collaborate to provide services which are family-focused and community-based. Several communities are involved in pilot projects to carry this initiative forward.

New Hampshire

The need for family support when families have children with disabilities has been documented in "A Survey of Family Support Needs in New Hampshire" and family leadership training has been conducted to increase empowerment and knowledge of services of families of disabled children. Two new bills were recently passed to provide for family support coordinators in all parts of the state and to address the needs of babies and people on waiting lists for services.

New Jersey

Partners in Learning is designed to increase levels of awareness and participation among parents and school staff in ways supporting student achievement. Elementary schools compete for grants to develop new programs or strengthen existing practices for increased parent involvement. At least half of the 30 selected schools are in urban districts and at least five serve the most economically disadvantaged students experiencing poor academic performance and whose parents face the strongest barriers to productive interaction with schools. Trained Department of Education staff assist each school in their efforts.

One of the objectives of the **Intradistrict Choice Program**, a three-year pilot program allowing parental selection of schools within a district comprised of either all magnet schools or a mixture of magnets and neighborhood schools, is to provide parents with the orientation, information and advice necessary to make informed decisions about school selection. Districts participating in this program will each develop a Parent Information Center in order to serve as a liaison between the schools and the community.

The **Urban Prekindergarten Pilot Program** is a full-time early childhood education program consisting of scheduled morning and afternoon classroom activities, and before- and after-school child care for approximately half of the children from families in need of this support. The design and selection of program options are based on an assessment of the child development needs and resources of the broader community, as well as the needs of the current enrollees and their families. Discussions with all parents/guardians about specific needs of their children and how best to meet those needs is a priority in assessment. Additionally, parents/guardians must be represented on the program advisory committee.

New Mexico

The Elementary/Secondary Education Unit of the State Department of Education recently conducted a survey of New Mexico public school districts to determine the variety and extent of parent involvement in schools throughout the state. The findings indicated that the majority of schools reporting provide opportunities for parents to become involved in advisory, fundraising, instructional, and extra-curricular activities. Fewer schools/districts provide actual parenting classes.

Parent Advisory Committees are required for all bilingual projects by the Bilingual-Multicultural Act and the Educational Standards for New Mexico Schools.

New York

The **Community Schools Program** is one of the Board of Regents initiatives to bring about school reform and community renewal. Community schools are being piloted at 14 sites statewide and address both in-school and out-of-school conditions which are often at the root of poor academic performance for students in distressed areas. School facilities are made available on an extended school day and year basis. Instructional services are offered including basic instruction, tutoring, mentoring and related enrichment activities. Support services include day care and latch key services, as well as social and health services. Schools tap into resources available in state and local agencies and community based organizations to assist their expanded clientele. Each school has a management team composed of teachers, school administrators, parents, community service providers, and other professionals involved in serving students.

Neighborhood Education and Training for Work (N.E.T. WORK) is designed to be a cooperative response of the Education Department and the Department of Social Services to the multiple needs of mothers receiving public assistance and their children. These N.E.T. WORK sites will be particularly beneficial in cases where a familiar environment would be conducive to adult learning. The delivery of community-based educational support activities, such as outreach, support services, counseling and parenting, will also be enhanced by these N.E.T.WORK sites. The sites will be tied into existing Counseling, Assessment and Support Services for Education and Training (CASSET) sites and/or the Adult Centers for Comprehensive Education and Support Services (ACCESS).

For over 20 years, New York State has operated an early childhood education program. The program is designed to serve disadvantaged children and their families and includes a developmental program for children, health and social services, and opportunities for parental involvement. The Comprehensive Child Development Centers Act of 1988 authorizes $25 million in grants per year from FY 1989 through FY 1993 to eligible agencies for services to low-income families.

North Carolina

State education agency (SEA) and local education agency (LEA) staffs in various programs train parents in ways that they can help their children to accept the importance of education, to improve learning, and to graduate. LEA teams train parents in how to implement those family involvement activities. The programs include Chapter 1, JTPA, Dropout Prevention, Migrant Education, Exceptional Children, Pupil Personnel Services, Drug and Alcohol Defense, Child Abuse Prevention, and School-Community Relations. The SEA has funded 16 LEA projects to involve parents in teaching-learning activities. The SEA also grants about $240,000 each year for child abuse/prevention projects which always include parenting skill development.

Two LEAs operate pre-school age care and child development sites for children of students, and one LEA operates a pre-school age center in which the teaching of parenting skills is a major component. Several LEAs issue a "learner's permit" to newborns and provide parenting information to new parents.

North Dakota

Family Educator Enhancement Team (FEET) Special Education Project. The purpose of this project is to provide a statewide structure to strengthen communication and enhance relationships between families and schools. The goals include promoting quality education, strengthening communication and teamwork, establishing a network of resources and support, and providing state-level support for the development of local projects. Each special education unit initiating a family-educator project is required to establish an advisory committee made up of an equal balance of parents of students with disabilities and professionals. As an incentive to implement the project, a discretionary grant program has been implemented by the Department of Public Instruction using Education of the Handicapped, Part B funds. As of November 1988, there were 25 funded family-education projects.

Ohio

The Family Life Program is based in Ohio's economically depressed areas. The goal is to strengthen individuals and families through development of parenting, consumer, management, homemaking and job-readiness skills. Early identification and intervention with developmentally delayed infants and toddlers are included in the parent-child interaction phase of the program.

Training Parents for Success is a statewide effort to provide materials and trainers to all school districts and to develop a statewide network of trainers to support a successful parenting program. Training is provided for parents of children who are in preschool through high school and contains information on understanding human growth and development, communication between the child and the parent and/or family, discipline, health and nutrition, problem solving and decision-making, study skills, and access to support systems.

Graduation, Reality, and Dual-Role Skills (GRAD) is an in-school secondary program for pregnant students and young parents and focuses on knowledge and skills related to positive self image, pregnancy, parenting, and economic independence.

In the **Block Parent Program** individuals and/or families volunteer to have their home or another building serve as a place of temporary refuge for children and to display the official block parent symbol identifying the home or building as a safe place.

Oklahoma

Among the recommendations for restructuring and funding the schools offered by members of Task Force 2000 in "Oklahoma's Public Education: A Blueprint for Excellence," are a number pertaining to parental involvement. They include: the increased use of parent-school contracts; mandatory conferences; the receipt of AFDC payments conditioned upon compliance with compulsory attendance laws; training for teachers to familiarize them with techniques which will best accomplish the purpose of heightening parental interest; the development of additional initiatives to make the school a more congenial, approachable place for parents; and funding of state- supported programs for parent involvement.

Oregon

The Governor has emphasized a children's agenda and many of the 1989 legislative accomplishments have been supportive of this agenda. Child care has emerged as a critical support service for families.

The Board of Education believes that the state, local school districts and community colleges have a partnership role to play in developing community strategies which result in affordable, accessible, high quality child care programs. The Board, therefore, encourages school districts to collaborate with parents, businesses, child care providers, social service agencies, local government and others in the assessment of child care needs and the development of programs accessible to all children including those with special needs. The state has provided $5 million in grants to complement and stimulate local and private efforts to help children 0-6 years of age get a great start on life.

State funds of $1.6 million have been set aside for community-based prenatal clinics, family planning programs and teen health services. These funds will be used for children and their parents.

Middle and secondary school home economics curriculums are being revised to include a parent education curriculum.

Pennsylvania

In 1987, Pennsylvania began a concerted public awareness campaign called **Families and School—Support the Home Team.** During the program's first year, the Department of Education distributed more than eight million copies of Home Team materials including research papers for educators, advice for administrators on ways to evoke family support, and suggestions for families on how to reinforce at home what children are learning in school. The Department also has provided inservice training for teachers, needs assessment surveys for use by schools and districts, and a "Families and School Recognition Program" so that schools may honor families who make significant contributions to the effectiveness of individual schools.

While continuing to train teachers and families to create effective home-school teams, the Department is expanding its efforts to integrate family involvement into its programs for students at risk of school failure. The state's **Successful Students Partnership** dropout prevention program has established family involvement as a central element which schools must address in their proposals for state grants in 1990-91. Similarly, the Home Team is providing parent effectiveness training for teen parents and for single-parent homemaker programs. Through Pennsylvania's Principals Academy on Instructional Leadership, the Home Team offers principals effective ways to involve the parents of minority, migrant, and disabled students.

The Home Team program also is undertaking significant research efforts into effective Pennsylvania practices for dissemination throughout the Commonwealth. Earlier this year, the Department of Education surveyed its school districts for descriptions of innovative family involvement practices. Currently, the department is surveying Chapter 1 programs for model parent advisory councils and examples of exemplary practices.

Additional efforts include working with teacher preparation programs to make family involvement a part of the curriculum; networking public libraries, public housing, and community agencies to enrich the non-school hours of low-income families; seeking the support of employers for employees' attention to their children's education; and working with the Governor's advisory councils on child care and nutrition to reach families who benefit from these programs.

Rhode Island

In 1987 the Rhode Island Legislature enacted the Literacy and Dropout Prevention Act. This legislation supports school districts as they totally shape instruction around the acquisition of literacy skills for all children. The Rhode Island effort targets resources on literacy programs serving children in grades kindergarten through three and then provides supplemental services for students through high school graduation.

There is also an emphasis on early childhood education in this literacy approach which recognizes parents as a vital part of a child's education. School districts can develop programs which teach parents how they can help their children succeed in school. The range of parent education that school districts have been encouraged to develop includes simple informational sessions, parent interviews and more comprehensive classes and workshops.

In addition to the resources of the Rhode Island Literacy Act, the state has also supported pilot early childhood programs in the five school districts with the highest numbers of at risk children. Each of these programs has involved parents in their children's education through such techniques as parent nights, classroom volunteering, or special parent-child activities.

In FY 1990 the State Block Grant, which directs a portion of the state formula funds, provided each school district with additional money to reduce class size in the early grades, for preschool education, and for programs for parents of children at risk. One district has implemented a program to provide parent training as a means to improving children's overall school performance. Through the use of a cadre of social workers, these at-risk families receive direct services which include classes in parenting, home visits, and counseling and referral.

South Carolina

On June 20, 1989 the governor signed into law major new initiatives and expansion of the highly regarded Education Improvement Act of 1984. Among the educational initiatives in "Target 2000: School Reform for the Next Decade" are provisions for parenting classes, adult education and seminars to families with children from birth to age five to support parents in their roles as the principal teachers of their preschool children. The program is to be expanded statewide over five years and is the companion to another provision of the new law to expand the early childhood development program for at-risk four-year-olds by requiring that programs be offered in all school districts. Under the goal of reducing the dropout rate in the state by half by the year 2000, a comprehensive effort will be initiated to assist teenage dropouts in returning to school. Such efforts would involve the community, other agencies, business and parents. In strengthening the accountability provisions at the school, district and state levels, there will be a renewed emphasis on improvement councils (involving parents) in every school to assist them to better carry out their role in local school improvement, planning and monitoring of school progress. Additionally, the Department of Education has published a guide for parents, "The Curriculum of the Family," which lists important attributes observed in parents who have developed stable and responsible children while including those developmental skills needed by children.

Tennessee

During FY 1986 and 1987, the Department of Education sponsored a statewide **Parent Involvement Initiative** which established 12 diverse model parent involvement programs, provided funding for the formation of teams from local school systems to visit several of the model programs and made seed grants available to local systems that wanted to emulate one of the model programs observed. As a way to provide information and gain valuable input, the governor and commissioner of education invited educators, business and industry leaders, parents, family and community members to participate in several regional education seminars, parts of which centered on parent and community involvement. Additionally, discussions were held with the leadership of several state education constituencies including Tennessee Organization of School Superintendents, Tennessee Education Association, Tennessee School Boards Association and the Parent Teacher Association to focus on what has been learned from the Parent Involvement Project and to build a foundation for a statewide family and community involvement initiative and multi-year strategies.

A state Partners in Education Steering Committee comprised of individuals involved with local School-Business Partnership/Adopt-a-School programs has been formed to develop and maintain an alliance of individuals who are involved with partnership programs utilizing business and community resources for the mutual benefit of students and their communities.

The Department of Education has made its goal, by the year 2000, to have in operation in each public school in the state an ongoing comprehensive School, Family and Community Involvement project which includes but is not limited to the following:

- programs to educate families and their community about the physical, mental, social and emotional development of children at all age and grade levels;

- programs that enhance the ability of families and the community to provide support for children's learning and academic development;
- programs that enhance effective home-school-community communications;
- programs that involve families and community members at the school site on a regular basis in ways that are helpful to teachers, administrators, students and parents;
- programs that promote involvement of families and the community in learning activities at home and/or away from school that are coordinated with students' classwork;
- programs that are proactive in soliciting broad-based family and community involvement with governance and advocacy roles including PTAs, advisory committees, Chapter 1 leadership, and independent advocacy groups in the community; and
- programs that establish partnerships among and between the school and the private sector, volunteer sector, human service providers and/or other appropriate community groups in ways that help schools, families, and students.

Texas

Recently the 71st Texas Legislature passed several Senate and House bills that provide for greater parent involvement in the education of children. Among these bills is SB 151 which enables a district to provide educational and support services to students who are pregnant or who are parents if 30 percent of the district's students are of low socioeconomic status. The program must include counseling services, job readiness training, day care, transportation, instruction, and assistance in obtaining other services. $10 million per year is reserved for this program from compensatory education funds.

SB 913 requires school districts with more than 5,000 students to hold two public hearings annually to consider the need for child care services before and after school, during holidays and vacations and requires Texas Department of Community Affairs to provide districts with information on federal dependent care programs. The law establishes a state school child care services fund and requires the Comptroller to transfer one-half of the state's share of FICA contributions for persons deferring gross salary under the Federal Dependent Care Program to the fund.

HB 1292 requires the Central Education Agency to establish a process for the approval and funding of pilot parental-involvement and parent-education programs for parents of students who attend public schools and for parents of children 0-3. The Agency also is to provide guidelines and other assistance for schools in developing and establishing parental involvement programs.

HB 969 amends an earlier law and allows school districts to offer a class for parents/guardians of students with unexcused absences. These classes would be designed to assist the parent/guardian in identifying problems contributing to the student's absences and developing strategies for resolving these problems.

HB 2116 mandates nine state agencies, including the Texas Education Agency, to address jointly, with the private sector, the total continuum of services and accountability for those services to children and their families. It creates the Commission on Children, Youth and Family Services whose mission is to develop and adopt a state philosophy relating to children, youth, and their families and to develop strategies to maximize federal funds for the expansion of services and make recommendations to member agencies and the legislature.

SB 417, Section 2.17 directs each school district to provide remedial instruction to fourth grade students who did not perform satisfactorily on third grade assessment tests, and directs the Texas Education Agency and the State Board of Education to distribute study guides to students and parents to assist in remediation during the summer for students who do not perform satisfactorily at the third, fifth or seventh grade levels.

Additionally, the State Board of Education Long Range Plan, Goal 6, on Parent and Community Involvement describes a number of objectives in support of this goal. The publication, "Parent Involvement: A Framework for Texas Schools," describes guidelines for migrant education programs. Other products include: video tapes on community education which have an emphasis on parental involvement and latchkey children; and parent involvement publications from the Bilingual, Gifted and Talented, Guidance and Counseling, Program Planning (Dropout prevention and Recovery), Special Education, and Special Programs Units.

Utah

A committee of local superintendents, parents and teachers is completing a study with recommendations for the State Education Agency on parent involvement to be submitted to the State Board of Education.

Vermont

State- and/or federally-funded early childhood programs such as Head Start, Early Essential Education, Early Education Grants, and Early Compensatory Education have strong parent-education components.

Virginia

A publication was recently completed which provides information about the kinds of programs offered by local school districts to encourage parental involvement in the public schools.

Among the standards for accrediting public schools in Virginia is the requirement that each school has in effect a written plan that promotes interaction with the community and that fosters mutual understanding in providing a quality educational program. Parents, citizens, and representatives from business and industry are to be provided opportunities to participate on advisory committees, in curriculum studies, and in evaluating the educational program. Additionally, each school must have written statements of its philosophy and objectives that serve as the basis for all school policies and practices. The statements must be developed with the advice of school staff and community representatives. These representatives must also be a part of a biennial review process. Also copies of the school's philosophy and objectives must be available to staff members, students and parents.

Other standards adopted by the Board of Education to promote parent and community involvement require that: homework be governed by a written school board policy developed with the advice of parents and teachers; the principal or designee prepare and adhere to a written plan involving greater use of aides, volunteers, and part-time instructors; the principal or designee is responsible for using the resources of the community and for involving parents and citizens in the educational program; opportunities are provided for parents, teachers, and other adults to participate in planned activities that encourage the personal, social, educational and career development of students; and provisions are made for evaluation of the guidance program by the principal, counselor(s), staff and parents.

Virgin Islands

The Department of Education recently created two home-school coordinator positions to service the Department's two geographical subdivisions. The coordinators work with families to increase their involvement in school activities and to support school PTAs and other parent groups. A Parenting is Basic conference is held annually for all parents in the territory. A new initiative will establish Parent Centers through the early childhood programs in public housing projects.

Washington

The **Early Childhood Education and Assistance Program (ECEAP)** provides a comprehensive program for preschool-age children from low-income families. Among the program components is social services which includes parent involvement.

Project Even Start is designed to enhance the ability of illiterate and semiliterate parents to support their children in the learning process. Even Start programs provide instruction which integrates parenting skills with literacy and basic educational skills to parents who have less than an eighth-grade level of ability in one or more of the basic skills (reading, language arts, mathematics, and life skills). The goals of the program are: to help parents recognize that they can be the most effective teachers of their children; to provide illiterate and semiliterate parents with the educational and parenting skills which will increase self-esteem and confidence in their ability to assist their children in the learning process; and to enhance children's learning experiences in formal educational settings by providing them with a positive home environment which contributes to their motivation to learn.

In order for parents to qualify for the Even Start program, their children must be enrolled in one of the following programs: state Early Childhood Education and Assistance Program; Federal Head Start program; state- or federally-funded elementary school (i.e., grades K-8) basic skills programs serving students who have scored below the national average on the basic skill areas of reading, language arts, or mathematics; a cooperative nursery—e.g., preschool or day care at a community college or vocational technical institute; a bilingual education/ESL program which includes children who are eligible for federal or state early childhood programs; or a program that serves children with special needs.

West Virginia

The 25 **Parent/Educator Resource Centers** throughout the state train parents and educators in the skills needed by both parties to create and implement effective working relationships necessary for ensuring quality education for exceptional children.

A statewide parent-involvement conference to empower parents was recently held. The event was cosponsored by the Department of Education and Appalachian Educational Laboratory and featured successful family involvement models such as Arkansas' HIPPY and Missouri's Parents as Teachers Programs.

Starting in 1990 a parenting curriculum will be implemented in the secondary schools. Other legislation requires parent advisory committees and policies on parent involvement.

Wisconsin

Wisconsin's 1987-88 **Year of the Family in Education** program was designed to promote general public awareness of the important and significant advantages of greater family involvement in education and to develop appropriate policy at the state and local levels. Among the final recommendations of the Statewide Advisory Committee based on an extensive exploration of issues related to family involvement in education, a review of current research, presentations by leaders from across the county, and direct input from a cross-section of Wisconsin residents are the following:

- Each local board of education is encouraged to develop and implement a plan for family involvement in education. The plan should address elements of inservice training for all staff on family diversity and family-involvement strategies; regular communication mechanisms between home and school; parent-involvement programs including volunteerism and school-related advisory committees; permanent school-community advisory committee(s) on family involvement; the use of school facilities as lifelong learning centers; allocation of staff responsibilities to develop family-education programs; and provision for parenting-education programs for students as part of the school curriculum.

- Create within the Department of Public Instruction a permanent Families in Education Center with staff and resources to provide comprehensive, coordinated services to school districts and related organizations. This Center should work across Department program areas to coordinate and encourage effective and comprehensive management and development.

- Initiate, through action by the state superintendent, a work group of representatives from teacher education institutions, teacher associations, other appropriate educational associations, and the Department of Public Instruction to explore and recommend specific strategies and policies on preservice and inservice teacher education programs to foster greater family involvement at the classroom level.

- Create through legislative and executive action, a statewide parent-education initiative. This program would assist families in their role as their children's first and foremost teachers, promote greater family and school communication, and provide information and assistance to families on healthy child development. Programs should be targeted at the early childhood level, entry into kindergarten, entry into middle school, and entry into high school.

- Provide through legislative funding, a multiple-year incentive grant program for local school districts which will encourage demonstration site and model family-involvement programs. Active family outreach efforts, an incentive for a local support base to match state efforts, and extensive cross-district model program sharing will be critical to the success of this program. The Department of Public Instruction will seek $300,000 in the first year of the 1989-1991 biennium and $600,000 in the second year to provide competitive grants to local school districts to develop-family involvement and parent-education programs using five models. They are:

parent education, family involvement, school-based family outreach, family resource center, and community education.

- Establish, through legislative and executive action, the Department of Public Instruction as the lead agency to promote and produce programs for Wisconsin Family Month in November.

In the past year the Department of Public Instruction made a number of resource packets available to schools. These resource packets dealt with four focus areas: The Community Resource Team, on networking and helping tap into the resources and programs that best meet the needs of children; School-Parent Partnerships, on how to parent as well as how parents can be involved in a meaningful way in the education of their children; Life, Living, and Learning in the Teen Years, on teen parent communication, teen problems, sports and recreation, and teen self-esteem and emotional growth; and Caring for Our Children, for parents, on making sure that quality child care is available for children and emphasizing child care through the middle school years.

Appendix B

Federal Programs Involving Families

Bilingual Education Act

The purpose of the Bilingual Education Act (Title VII, Elementary and Secondary Education Act of 1965 as amended in 1984 by P.L. 98-511) is to provide limited English proficient (LEP) students with the opportunity to learn to read, speak, write and understand English, thus allowing them to progress through the school system. The Act also authorizes research, teacher training, comprehensive technical assistance, and information dissemination. Of the 60% of funds for part A discretionary grants to local education agencies, 75% are earmarked for Transitional Bilingual Education (TBE), 4% may be used to support alternative instruction approaches to TBE, and the remaining funds may be used for programs of developmental bilingual education, academic excellence, family English literacy, preschool, special education and gifted and talented, and instructional materials development.

Carl D. Perkins Vocational Education Act

The Perkins Act of 1984 makes vocational education programs accessible to all persons including handicapped and disadvantaged persons, single parents and homemakers, adults in need of training and retraining, and persons participating in programs designed to eliminate sex bias and stereotyping in vocational education. Support services such as dependent care are provided to allow teen parents to participate in vocational education programs.

Chapter 1—Compensatory Education for the Disadvantaged (Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988)

Chapter 1 provides financial assistance to schools in low-income areas to meet the special needs of educationally deprived children. States are responsible for administration of the federal program, and for provision of technical assistance in school improvement. The law provides for parent involvement in the planning, design, and implementation of programs and for parent training and other means to work with teachers and school staff to promote program objectives in the home.

Specifically, local education agencies in coordination with parents of participating children must develop programs, activities and procedures that: inform parents about the reasons their children are participating in the program; support the efforts of parents including training parents to work with their children in the home to attain the instructional objectives of the program; train parents, teachers, and principals to build a partnership between home and school; train teachers, principals, and other staff members involved in the Chapter 1 local district program to work effectively with the parents of participating children; consult with parents on an ongoing basis concerning the manner in which the school and parents can work better together to achieve the program's objectives; and provide a comprehensive range of opportunities for parents to become informed about how the program will be designed, operated, and evaluated so that parents and educators can work together to achieve the program's objectives; ensure opportunities for the full participation of parents who lack literacy skills or whose native language is not English. The program supports activities such as: regular parent conferences; parent resource centers; parent-training programs; hiring, training, and utilization of parent-involvement liaison workers; training and support of personnel; use of parents as classroom volunteers, tutors and aides; provision of home-based education activities; and parent advisory councils.

Chapter 1 Migrant Education Program

This program provides services to preschool-age migrant children ages three, four and five. Services include education, health and nutrition. Funds are available to state education agencies for Programs for Migratory Children ages three to 21. States are to establish or improve either directly, or through local education agencies, programs of education for children of migratory agriculture workers or fisherman. The program requires appropriate coordination with programs administered under sections of the Higher Education Act, Job Training Partnership Act, Education of the Handicapped Act, Community Services Block Grant Act, Head Start program, Migrant Health Program and other appropriate programs under the Departments of Education, Labor, and Agriculture.

Education of the Handicapped Act, P.L. 99-142 and P.L. 99-457

P.L. 99-142 guarantees the availability of special education programming to disabled children and youth who require it. The Act provides for the involvement of parents in the development of their child's individualized education program (IEP). Additionally, the state education agency must guarantee full due process procedures for all disabled children and their parents with respect to matters of identification, evaluation and educational placement.

P.L. 99-457 extends many of the services of P.L. 99-142 to disabled and at-risk children below school age. Parents are participants in the development of the multi-disciplinary assessment and the Individualized Family Service Plan (IFSP). Among the elements of the IFSP is a statement of the family's strengths and needs relating to enhancing the child's development. Case management services must be provided for every eligible child and his/her parents.

Even Start (Part B of the Elementary and Secondary School Improvement Amendments of 1988)

This program is designed to improve educational opportunities for children and adults by integrating early childhood education and adult education. It involves parents and children in family-centered education programs in a cooperative effort to help parents become full partners in the education of their children. The program mandates coordination with other federal programs such as Adult Education, Education of the Handicapped, the Job Training Partnership Act, Head Start, and various literacy programs.

Family Support Act (P.L. 100-485)

The Family Support Act (FSA), enacted in 1988, seeks to strengthen families and help them move toward self-sufficiency. FSA recognizes education as a central element in helping families avoid long-term dependence on public assistance, requires states to make educational services available to participants under its new Job Opportunities and Basic Skills Training Program (JOBS), and provides federal matching funds to assist in these efforts. The law requires each state to set up a JOBS program by October 1990. For young parents, a range of options should be provided including parenting-skills classes and flexible child care options as well as counseling, transportation and other support services. In setting up these programs, states are encouraged to use family and community resources to draw parents and family members into the educational process through orientations, adult education classes, and meetings.

Head Start and Parent and Child Centers Program (PCCs)

Head Start is a comprehensive education and service program targeted on low-income children ages three to five to improve their health, emotional, and social development, and to improve their thinking, reasoning, and language skills. The program emphasizes strong parent involvement.

Parent and Child Centers are comprehensive child-development and family-support programs which were established and continue to be supported by the National Head Start program to serve children younger than Head Start age and their families. These programs were created based on strong evidence that a child's potential is shaped prenatally and in infancy. The Centers are designed to: 1) develop program approaches, processes and techniques aimed at preventing the development of health, intellectual, social and emotional deficits in the child 0-3 years of age; 2) strengthen and improve parents' various skills, confidence and awareness of their role as an adult, and as the principle influence in their child's life; and 3) reinforce the institution of the family. There are 36 Parent and Child Center programs located in 28 states.

Appendix C

Organizations and Resources Focusing on Families

Organizations and Special Projects

ASPIRA: Hispanic Community Mobilization for Dropout Prevention. This project focuses on creating community awareness and providing practical information to Hispanic parents to help them be more effective participants in their children's education. The project is a collaborative effort between ASPIRA Associates and other Hispanic community based organizations. Under the demonstration project, each organization has developed a unique approach to parent involvement that responds to community priorities. The ASPIRA National Office provides technical assistance, training, and materials to enhance strategies and models for parent participation. Contact: ASPIRA Association, Inc., National Office, 1112 16th Street, NW, Washington, DC 20036, 202-835-3600.

Center for Community Education, School of Social Work, Rutgers - The State University sponsors Linking Schools and Community Services, a two-year demonstration project with urban and rural middle schools that will result in a handbook describing the process of linking schools with community services. The Center is also compiling a resource directory of national organizations that impact on children and youth throughout the United States. Contact: Linking Schools and Community Services, Rutgers - The State University, Kilmer Campus, Building #4087, New Brunswick, NJ 08903, 201-932-3367/5011.

Children's Defense Fund. CDF exists to provide a strong and effective voice for the children of America who cannot vote, lobby, or speak for themselves. Particular attention is paid to the needs of poor, minority, and handicapped children. CDF's goal is to educate the nation about the needs of children and encourage preventive investment in children before they get sick, drop out of school, suffer family breakdown, or get into trouble. Staff includes specialists in health, education, child welfare, mental health, child development, adolescent pregnancy prevention, and youth employment. CDF maintains state offices in Minnesota, Mississippi, Ohio, Texas, and Virginia. Contact: CDF, 122 C Street, N.W., Washington, DC 20001, 202-628-8787.

Cities in Schools is a process which brings existing public and private resources and people into schools where they most benefit at-risk youth. Social workers, employment counselors, recreation coaches, educators, health professionals, and volunteers are brought together at each program site, usually by repositioning from their home agencies, to form a support system for at-risk students. Contact: Cities in Schools, Inc., 1023 15th Street, N.W., Suite 600, Washington, DC 20005, 202-861-0230.

Family Resource Coalition. FRC is the national federation of individuals and organizations promoting the development of prevention-oriented, community-based programs to strengthen families. It seeks to increase the number and quality of family resource programs available to parents, and to educate the general public and policymakers about the needs of all parents and children for comprehensive information and services. Contact: FRC Administrative Office, 230 N. Michigan Avenue, Suite 1625, Chicago, IL 60601, 312-726-4750.

The Harvard Family Research Project is involved in an ongoing study of state-initiated family support and education programs. Among its activities is the compilation of a national resource guide to public school-based family support and education programs. The guide will include profiles of 75 program initiatives, an extensive summary analyzing relevant themes and issues gleaned from project data on program start-up and implementation, and an annotated resource section, listing agencies and organizations to which readers can turn for further information and resources in the areas of family support and education, parent education, early childhood education and family-school partnerships. Contact: The Harvard Family Research Project, 38 Concord Avenue, Cambridge, MA 02138, 617-495-9108.

Hispanic Policy Development Project. In 1986 HPDP sponsored competitions to test strategies to increase Hispanic parent involvement in schools. The interim summary report, School/Parent Partnerships, describes the lessons learned from 19 model demonstrations implemented from March 1987 through January 1988. The projects, conducted mainly in elementary school communities, have tested a variety of recruitment and retention strategies to bring Hispanic parents into the educational process. HPDP will make available the findings of all the model demonstrations at the conclusion of the projects chosen in subsequent competitions in the report, A How-To Handbook: Strategies to Involve Hispanic Parents in the Educational Process. Contact: Hispanic Policy Development Project, 250 Park Avenue South, Suite 5000A, NY, NY 10003, 212-529-9323.

Home and School Institute, Inc. specializes in nurturing the academic and social development of all children by creatively using the available resources of the home and community. It provides tested materials that families can use to help their children learn thereby reinforcing and extending the work of the school. Contact: The Home and School Institute, Inc., 1201 16th Street, N.W. Washington, DC 20036, 202-466-3633.

Joining Forces is cosponsored by the American Public Welfare Association (APWA) and the Council of Chief State School Officers (CCSSO). The initiative emphasizes implementation of collaborative approaches to realize the full potential of the Family Support Act and to respond to a broad range of needs of children and families at risk. The goal of the joint project is to foster dialogue among the leadership and staff of people-serving systems to increase cross-sector understanding, plan action, and develop strategies to overcome any barriers that emerge. APWA/CCSSO will collect and disseminate information on successful collaborative programs so that useful experience gained in one place is available to help and encourage others to take action. Contact: Joining Forces, 400 N. Capitol Street, N.W., Suite 379, Washington, DC 20001, 202-393-8159.

Mott Foundation—Community Education Partnerships. Since 1935, the Mott Foundation has supported efforts to develop community institutions, including community schools, as catalysts to link communities and institutions in partnerships to solve common problems. The Foundation has supported numerous community education programs and training programs for community educators. Contact: Charles Stewart Mott Foundation, 1200 Mott Foundation Building, Flint, MI 48502, 313-238-5651.

National Association of Partners in Education (NAPE) was formed from the successful alliance of two major education groups, the National School Volunteer Program and the Nation Symposium on Partnerships in Education. Since the merger of these two groups in 1988, the NAPE has offered a variety of membership services including training, publications, conferences, networking opportunities, public relations, government representation, research award programs and special projects. NAPE's unique mission is to develop and strengthen organized school volunteers and business-community-military partnership programs for the support of education at all levels. In November of 1988, the U.S. Department of Education designated NAPE to be the National Center for School Volunteerism and Partnerships. Contact: National Association of Partners in Education, 601 Wythe Street, Suite 200, Alexandria VA 22314, 703-836-4880.

National Center for Family Literacy was established in July 1989 to help the nation respond to the growing need to establish quality training for family literacy efforts. It has as its goals to enable the establishment of quality family literacy programs; encourage a national understanding and response to the cyclical problem of illiteracy; and to support the expansion of existing and developing family literacy efforts nationwide through training, materials development, newsletters and a clearinghouse function that will help emerging programs learn from the experience of others. Contact: National Center for Family Literacy, Suite 1063, Starks Building, Louisville, KY 40202, 502-584-1133.

National Coalition for Parent Involvement in Education. Among the members of this coalition are the Council of Chief State School Officers, American Association of School Administrators, National Community Education Association, National School Public Relations Association, and the National Education Association. The purpose of the coalition is to promote and share ideas on the development of effective home-school partnerships. Contact: National Coalition for Parent Involvement in Education, Room 810, 1201 16th Street, N.W. Washington, DC 20036, 202-822-7015.

National Coalition of Title I/ Chapter 1 Parents provides a voice for Chapter 1 parents at the federal, regional, state and local levels and assists parents in understanding and influencing how Chapter 1 programs are implemented in their communities. The Coalition publishes a newletter, provides training, and sponsors conferences on implementation of Chapter 1. Contact: National Coalition of Title I Chapter 1 Parents,National Parent Center, 1314 14th Street, N.W., Suite #6, Washington, DC 20005, 202-483-8822.

National Committee for Citizens in Education (NCCE) works to improve the education of children by encouraging and assisting citizens—including parents—to strengthen public schools. NCCE disseminates vital information through publications on various aspects of school and parent/citizen involvement and through a monthly newspaper, NETWORK, written especially for parents. NCCE conducts workshops and provides a broad range of training materials for its members. It has a toll free number (1-800-NET-WORK) to to provide information to parents and a clearinghouse on parent-involvement research. Contact: NCCE, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044.

National Community Education Association (NCEA) gives individuals and organizations the support, information, resources, and networks they need to promote community education in their own states and communities. It produces a monthly newspaper and a quarterly journal for the discussion of the theory and practice of community education. NCEA also holds workshops, institutes and an annual conference. Contact: NCEA, 119 North Payne Street, Alexandria, VA 22314, 703-683-6061.

National Congress of Parents and Teachers assists parents at the local level to work as partners with educators in making education more effective for their children and their communities. Contact: National Congress of Parents and Teachers, 1201 16th Street, N.W. #619, Washington, D.C. 20036, 202-822-7878.

National Information Center for Handicapped Children and Youth is a free information service that helps parents, educators, caregivers, advocates and others to improve the lives of children and youth with handicaps. Contact: NICHCY, P.O. Box 1492, Washington, DC 20013, 703-893-6061.

Parents As Teachers National Center. Missouri's Parents as Teachers Program (PAT) is a home-school partnership designed to give children the best possible start in life and to support parents in their role as the child's first teachers. PAT is a state-funded primary prevention service provided by all public school systems in Missouri. Contact: Parents as Teachers National Center, University of Missouri, 8001 Natural Bridge Road, St. Louis, MO 63121-4499, 314-751-5738.

Public Education Fund Network (PEF/NET) is a project of the Allegheny Conference on Community Development. Its three-year mission is to provide technical assistance to the grantees of the PEF and other organizations and individuals interested in the local education fund (LEF) approach. A LEF is a non-profit community-based entity whose agenda, at least in part, consists of developing supportive community and private-sector relationships with a public school system. It provides limited private-sector support to launch initiatives and broker relationships leading toward school improvement. Contact: Public Education Fund Network, 600 Grant Street, Suite 4444, Pittsburgh, PA 15219, 412-391-3235.

School and Family Connections Project is located at the Johns Hopkins University Center for Research on Elementary and Middle Schools and the Center for Research on Effective Schooling for Disadvantaged Students. The Project includes research and development activities on effective models of parent involvement in schools at all grade levels, with special attention to schools that serve large populations of students at risk of failing or dropping out of school before high school graduation. Contact: School and Family Connections Project, The Johns Hopkins University, CREMS/CDS, 3505 North Charles Street, Baltimore, MD 21218, 301-338-7570.

Resources

Beyond The Bake Sale, An Educator's Guide to Working with Parents (1986) by Anne T. Henderson, Carl L. Marburger, and Theodora Ooms addresses the whys and hows of developing positive home-school relations. It shows how parents can and do make a difference in promoting the positive characteristics of effective schools. Contact: National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia MD 21044.

Bibliography: Parents in Education (March 1989) is a product of the Chapter 1 Parent Involvement Center at RMC Research Corporation in Hampton, New Hampshire. The Bibliography contains a listing of articles, books, and other publications that deal with many issues in parent involvement. Contact: Parent Involvement Center, RMC Resarch Corporation, 400 Lafayette Road, Hampton, NH 03842.

Communicating with Parents, a new book compiled by a team of practitioners led by Janet Chrispeels, explores the numerous ways that schools communicate with parents and gain parent support and involvement. Topics include school newsletters and handbooks, homework, volunteers, progress reports, home visits, and telephone tips. Both schoolwide and classroom strategies for various grade levels are provided. Contact: San Diego County Office of Education, 6401 Linda Vista Road, Room 407, San Diego, CA 92111-7399.

Community Education as a Home for Family Support and Education Programs (1988) by Patricia S. Seppanen and Jeanne Heifetz explores how family support and education programs that are targeted to families with preschool age children fit within schools and more specifically within community education. The report presents an indepth field study in Minnesota of the Early Childhood Family Education initiative and a survey of 12 family support and education programs conducted under the auspices of community education in other states across the country. Contact: Harvard Family Research Project, 38 Concord Ave., Cambridge, MA, 02138.

Drawing in the Family (August 1988) by the Education Commission of the States challenges state policymakers to enact policies that help families become more involved in the education of their children. It describes what some states are doing and offers a host of examples. Contact: ECS, 1860 Lincoln Street, Suite 300, Denver, CO 80295.

Educating Our Children: Parents and Schools Together. A Report to the President (January 17, 1989) from Lauro F. Cavazos, Secretary of Education discusses the need for parent involvement and parent choice programs and provides recommendations and examples of state legislation for parent choice in education. Contact: U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202.

Evidence Continues to Grow (1987). The is an annotated bibliography edited by Anne T. Henderson on how parent involvement improves student achievement. Contact: National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044.

Elementary School Handbook (1989) by Joanne Oppenheim is The Bank Street College's complete parent guide to issues confronting parents of children in grades K-6. It answers questions regarding the things in schools and their children's education to which they can be partners. It offers hundreds of specific practical activities and suggestions parents can use at home to enrich their chid's elementary school experience. The book is published by Pantheon Books, NY.

Families in Early Childhood Programs (1989) by Douglas R. Powell offers an indepth and critical review of the growing literature on rationales for working with parents, relationships between families and early childhood programs, and program strategies for addressing home-school relations. Contact: National Association for the Education of Young Children, 1718 Connecticut Ave. N.W., Washington, DC 20009.

Family Focus: Reading and Learning Together (1989) is a program designed to help parents learn new ways of working with their children to foster good reading habits and improved reading skills. It is co-sponsored by the American Newspaper Publishers Association Foundation, the International Reading Association, the National Congress of Parents and Teachers and the National Association of Elementary School Principals. Contact: ANPA, Box 17407 Dulles Airport, Washington, D.C. 20041.

How to Get Your Child a Private Education in a Public School (1989) by Martin Nemko shows parents simple yet powerful ways to help their child to get the most out of public schools. The book is recommended as a text for a parenting education course. The book is available through Martin Nemko, 4936 Chabolyn Terrace, Oakland, CA 94618, 415-655-2777.

Home/School/Community Involvement (1988) by Larry E. Decker and Virginia A. Decker provides case studies of how schools use community resources, how communities use school resources and ways to set up effective home/school/community programs. Contact: American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988.

Home-School Partnership Planner (revised 1988), prepared by Janet Chrispeels is designed to help schools assess the current type, level, and quality of their home-school partnerships. Contact: San Diego County Office of Education, 6401 Linda Vista Road, Room 407, San Diego, CA 92111-7399.

Making Education Work for Hispanic Americans: Some Promising Community-Based Practices (1988), developed by the National Council of La Raza, discusses effective community-generated local projects which can supplement school offerings and work with parents and teachers to increase their ability to help Hispanic children succeed in school. Contact National Council of La Raza, 810 First St., N.E., Washington, DC 20002.

Parenting Skills (1989) is designed to be a resource for parents who want to understand more about how children grow and develop and what parents can do to help them along their way. It includes information on how children develop the independence, self-discipline, self confidence, and skills in communication and cooperation with others that will help them throughout their lives. Contact: American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209.

Parents as Tutors, Minimizing the Homework Hassle (1988) by Daniel E. Vogler and David E. Hutchins describes an easy collaborative method for parents to determine their child's learning and studying style and recommends how to use this understanding to promote motivation. Contact: National Community Education Association, 119 North Payne Street, Alexandria, VA 22314.

Parent's Guide to Girls' Sports (n.d.) explains how daughters can reap the benefits of physical, social and psychological growth through involvement in athletics and relates important variables in the parent-child-coach relationship. Contact: Women's Sports Foundation, 342 Madison Avenue, Suite 728, NY, NY 10017.

Partners in Educational Improvement: Schools, Parents, and the Community (1989) is a product of the National Association of State Boards of Education Study Group on Parent and Community Involvement. It addresses issues such as: how to increase parent involvement in public schools by fostering school practices that will encourage parent involvement from preschool through high school; how to use community resources as an integral part of our nation's schools; and how state boards and departments of education can foster increased parent and community involvement. Contact: National Association of State Boards of Education, 1012 Cameron Street, Alexandria, VA 22314.

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